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INTRODUCTION

Welcome to *Ready for C1 Advanced*, a course designed to help you prepare for *Cambridge English Qualifications: C1 Advanced*.

This book contains a wide range of activities aimed at improving your English and developing the language and skills you need to pass the examination.

Each unit includes one or more Language focus sections, which revise the main grammar areas, together with Vocabulary slots which will help you increase your word store.

Amanda French

Roy Norris

Overview of the Examination

Reading and Use of English 1 hour 30 minutes

Part	Task Type	Number of Questions	Task Format
1	Multiple-choice cloze	8	A text with 8 gaps; there is a choice of 4 answers for each gap.
2	Open cloze	8	A text with 8 gaps, each of which must be completed with one word.
3	Word formation	8	A text with 8 gaps, each of which must be completed with the correct form of a given word.
4	Key word transformation	6	Gapped sentences that must be completed using a given word.
5	Multiple choice	6	A text followed by multiple-choice questions with four options.
6	Cross-text multiple matching	4	Four short texts followed by multiple-matching questions. These require candidates to compare opinions and attitudes expressed in the texts.
7	Gapped text	6	A text from which paragraphs have been removed. Candidates decide which paragraph best fits each gap.
8	Multiple matching	10	A text preceded by multiple-matching questions, which require candidates to find specific information.

Writing 1 hour 30 minutes

Part	Task Type	Number of Tasks	Task Format
1	Essay	1 (compulsory)	Candidates write an essay based on two points from a choice of three. They explain which of the two points is more important, giving reasons for their opinions.
2		3 (candidates choose one)	A task with a clear context, purpose for writing and target reader. Possible tasks are an email/letter, proposal, report, or review.

Listening about 40 minutes

Part	Task Type	Number of Questions	Task Format
1	Multiple choice	6	Three short unrelated extracts from exchanges between interacting speakers. For each extract there are two multiple-choice questions, each with three options.
2	Sentence completion	8	A monologue lasting around 3 minutes. Candidates write a word or short phrase to complete sentences.
3	Multiple choice	6	A conversation between two or more speakers, lasting approximately 4 minutes. Multiple-choice questions have four options.
4	Multiple matching	10	Five short monologues on the same theme, each lasting approximately 30 seconds. There are two tasks. For each task candidates select the correct option from a choice of eight.

Speaking 15 minutes

Part	Task Type	Time	Task Format
1	Interview	2 minutes	Candidates give personal information in response to questions from the interviewer.
2	Long turn	4 minutes	Each candidate compares two pictures for about 1 minute, and comments on the other candidate's pictures for about 30 seconds.
3	Collaborative task	4 minutes	Candidates are given instructions with written prompts, which they use for discussion (2 minutes), and then a decision-making task (1 minute).
4	Further discussion	5 minutes	The interviewer leads a discussion which is related to the topic of Part 3.

1

AIMING HIGH

KEY LANGUAGE

Modal verbs: *Might*, *could*, *may* and *can*
Adverbs of degree
Challenge and achievement
Nouns
Spelling

PRONUNCIATION

Word stress: nouns

EXAM PRACTICE

Reading and Use of English Parts 3 & 5
Writing Parts 1 & 2
Listening Part 1
Speaking Parts 1 & 2

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

1 How long have you been studying English?
2 What is the most challenging aspect of learning English?
3 What do you hope to achieve by the end of this English course?
4 How important is it to you to do well in your work or study?
5 Talk about a different kind of challenge you have faced. How did it make you feel?

How to go about it

- Develop your answers by giving reasons or examples.
- Do not learn long pre-prepared answers. You are likely to sound unnatural and you may not answer the questions appropriately.

1 AIMING HIGH

Speaking Part 2 Long turn

1 **Look at the six pictures. They show people facing challenges or taking part in competitive events. Before you do the speaking task, read the information in the boxes below.**

Student A: Look at pictures 1–3. Compare **two** of them and say what challenges the people might be facing, and how they might be feeling.

Student B: When your partner has finished, say which person is facing the most difficult set of challenges.

2 **Now change roles.**

Student A: Look at pictures 4–6. Compare **two** of them and say why the people might have entered this event, and how they might be feeling now.

Student B: When your partner has finished, say which event might provide the greatest sense of achievement.

How to go about it

- Talk about the similarities and differences between your photos.
  Both pictures show ..., but this one ..., whereas the other one ...
- Speculate about the pictures as indicated in the instructions, rather than simply describing what is happening.
  I imagine/expect that timing might (well) be important in a challenge like this.
- Use a wide range of vocabulary. For example, when speculating about people's feelings, go beyond the use of simple words such *as happy, determined* or *nervous*.

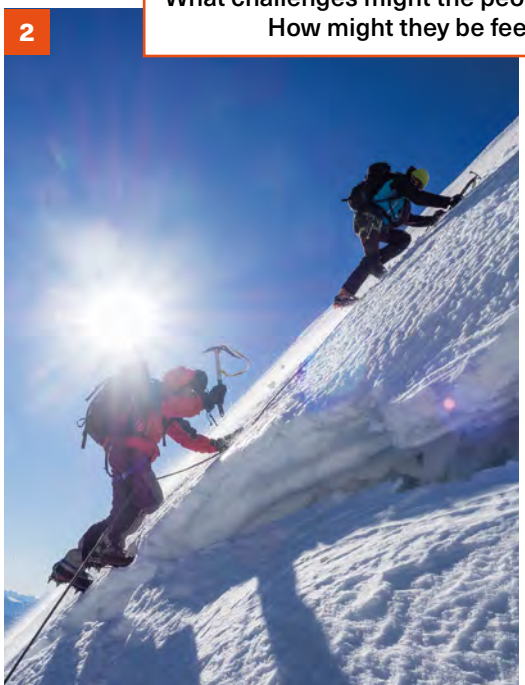
Useful language

1 Decide which of the words in the box can be used instead of *happy*, *determined* or *nervous*.

committed to +ing anxious (about) intent on +ing
apprehensive (about) delighted (about) in good spirits on edge (about)
overjoyed focused (on) tense (about) thrilled (about) set on +ing

2 Decide with your partner which of the words and phrases might apply to photographs 1–6.

What challenges might the people be facing? How might they be feeling?



Vocabulary Challenge and achievement

1 Complete the expressions with a noun from the box.

ambition challenge chance failure motivation success

1 The film **was an overnight** _____, despite its low budget.
2 I **have a burning** _____ **to** travel to Australia.
3 When pupils tire of studying, a system of rewards can help **increase** student _____.
4 Sadly, my attempts to learn Japanese **met with complete** _____
5 The government **faces the formidable** _____ **of** reducing unemployment.
6 He **leaves nothing to** _____ and plans everything before a trip.

2 In Exercise 1, the words in bold are 'collocates' of the nouns you wrote. This means that they are often used together with those nouns. Write a new sentence for each noun, using the collocates in bold. The sentences must be true.

3 SPEAK Work in pairs. Compare and discuss your sentences with your partner.

4 In sentence 5 in Exercise 1, the verb *face* collocates with *challenge*. Which of the six nouns from Exercise 1 do each of the following pairs of verbs collocate with?

1 fulfil a/an _____
realise
2 end in _____
result in
3 achieve _____
enjoy
4 improve _____
lack
5 stand a _____
jump at the
6 take up a/an _____
rise to the

5 The adjective *formidable* also collocates with *challenge*. All three words in the groups below can combine with a noun from Exercise 1. Add the noun for each group.

1 major/new/daunting _____
2 slight/fair/second _____
3 secret/lifelong/main _____
4 total/costly/dismal _____
5 huge/great/resounding _____
6 primary/strong/poor _____

6 SPEAK Work in pairs. Prepare two questions for your partner using the collocations in Exercises 1, 4 and 5 above. Take turns to ask and answer the questions.

What has been your most daunting challenge ever?

Why might the people have entered this event? How might they be feeling now?

4

5

6

Reading and Use of English Part 5 Multiple choice

1 **SPEAK** **Work in pairs. Look at the photo opposite and describe what is happening. Then discuss your ideas on the following:**

- the type of person who would climb a rock face without ropes
- their reasons for doing so
- the kind of preparation that might be required.

2 **You are going to read an article about a free-solo rock climber. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.**

How to go about it

- Read the title and text quickly to get a general understanding.
- Underline key words in the questions. *The first two have been done for you.*
- Locate the section of text or paragraph where a question is answered. Read it carefully. In Part 5, the questions follow the same order as the information in the text.
- Use the context to guess the meaning of unknown vocabulary.

  *Discuss with your partner the possible meaning of the words in **bold** in the first paragraph.*
- Try to answer the question or question stem yourself. Then look at options A–D, and choose the option that seems similar to your answer.

1 What point does the writer make about George Mallory in the first paragraph?
- **A** Climbers in the modern day will never be able to attain his level of fame.
- **B** People continue to wonder whether he accomplished his goal or not.
- **C** Better technology might have changed the outcome of his mission.
- **D** Articles regarding his achievements have sometimes been inaccurate.

2 The writer suggests that *Free Solo* is unique in the way it
- **A** emphasises the role of mental strength in overcoming challenges.
- **B** features scenes which some audiences may find very disturbing.
- **C** presents both positive and negative sides of its subject's personality.
- **D** satisfies the curiosity of ordinary people and mountaineers alike.

3 The writer refers to the interview with *Esquire* in order to
- **A** give an example of the kind of common question Honnold finds frustrating.
- **B** show how people are unwilling to question the motives of their heroes.
- **C** suggest that Mallory and Honnold may have a similar outlook on life.
- **D** argue how Honnold deserves just as much recognition as Mallory.

4 What do we learn about Alex Honnold in the fourth paragraph?
- **A** He is not interested in impressing his fellow climbers.
- **B** He has no sense of fear while he is climbing a rock wall.
- **C** He is unwilling to rely on standard climbing equipment.
- **D** He is reluctant to climb without thorough preparation.

5 What general problem regarding sports autobiographies does the writer explain?
- **A** Great athletes are rarely able to explain the abilities that they possess.
- **B** Some athletes do not wish to admit they had assistance with writing.
- **C** Writers may sometimes misinterpret what an athlete is trying to say.
- **D** It can be difficult for the best athletes to avoid sounding boastful.

6 In the final paragraph, what conclusion does the writer draw?
- **A** People should just enjoy and let themselves be distracted by *Free Solo*.
- **B** It is unlikely that people will reach their target unless they are motivated.
- **C** People should not underestimate their own potential to do great things.
- **D** Alex Honnold should be recognised as a role model for ambitious people.

A LONG WAY TO THE TOP

One of the most famous quotations in mountaineering history is surely 'Because it is there.' These words were reportedly spoken by English adventurer George Mallory in 1923 in response to a journalist asking why he wanted to climb Mount Everest. No doubt one of the reasons for the quote's **longevity** is that it still represents the attitude of many of his kind today. But Mallory and his **iconic** words also continue to capture the public imagination because of the mystery surrounding his fate. Mallory and his climbing partner were last seen alive approximately 245 m below the summit. From here they may have pushed on and reached the summit, but the evidence is **inconclusive**. Had Mallory been in possession of the kind of camera adventurers take for granted today, his fate would no longer be the subject of **speculation**.

The American film documentary *Free Solo* documents climber Alex Honnold's attempt to ascend El Capitan's 900-metre vertical rock face at Yosemite National Park. Powerful lenses capture every fleeting expression on Honnold's face, and we are left in no doubt as to just how gruelling – and potentially fatal – the ascent is. As with many extreme sport films, *Free Solo* offers the viewer a fascinating glimpse into the world of a top athlete, revealing the routines, incredible physical performance, and sheer determination required to achieve a goal. But the directors of *Free Solo* go further and offer a remarkable story of a complex character: a man with enormous courage and humour, yet someone who also sometimes seems incapable of reading the emotions of the people closest to him.

Interestingly, in an interview with *Esquire*, Honnold wonders whether people have possibly read too much into 'Because it is there', and suggests it may simply have been a throwaway remark made by a tired man at the end of a long press conference. Yet, like Mallory, Honnold is constantly being pressed about what drives him to attempt the seemingly impossible. The *Esquire* interviewer cannot help but ask the same. If you believe, as I do, that Mallory's statement *was* profound, then the question Honnold throws back to the interviewer querying the reason for doing anything challenging seems only to paraphrase it.

Honnold has been active in free-solo climbing for the best part of twenty years. In interviews, he explains how he rehearses extensively before the most demanding climbs, working out each intricate move and memorising them in sequence – to the point of obsession. But it can sensibly be argued that climbing without ropes or a safety harness makes such an approach essential. Honnold claims to love climbing for climbing's sake, and that for him, it is all about minimising unnecessary risk. To hear this is refreshing, in a world where thrill-seekers often boast about terrifying experiences and near-accidents.

Alone on the Wall, Honnold's autobiography, which came out several years before the El Capitan climb, offers further insight into the man and his accomplishments. Alternating sections are written by Honnold – describing his experiences in the first person – and his co-author, David Roberts. Professional writers such as Roberts are vital in the sports autobiography genre, often for the reason that top athletes can seldom convey what it's like to have such extraordinary talent – in the same way you or I would have difficulty rationalising the process of breathing – simply because it comes naturally. Professional writers must interview, tease out, and reassemble an elite athlete's thoughts into text that makes sense to the rest of us. In this case, Roberts' name appears alongside Honnold's on the cover.

When we ordinary people hear about athletes such as Honnold breaking new records and pushing the boundaries of human achievement, there is a tendency to think, 'Shouldn't I be trying harder to be the best possible version of me? What could *I* achieve with a little more effort?' And towards the end of *Free Solo*, Honnold himself recommends that people identify clear goals, and do everything they can to achieve them. But the goals you or I might set ourselves to run a half-marathon, master a new language, or get that promotion are not in the same league as Honnold's. Watching *Free Solo* should be a form of escapism, rather than a general lesson in how to live our lives.

3 SPEAK Work in pairs. Discuss the following questions.

1 What have you learnt about Alex Honnold from this text? What would you ask him if you met him?

2 Some people taking part in extreme sports have been described as highly irresponsible and selfish. What do you think?

Language focus Modal verbs: *Might*, *could*, *may* and *can*

1 **Sentences 1–7 all contain the modal verb *might*. Match each sentence to the idea in the box which it expresses.**

annoyance concession (= even though) future possibility lack of enthusiasm
past possibility past possibility (but did not happen) present possibility

1 This box is really heavy. You might at least help me carry it!
2 I wish you'd drive more carefully. You might have had an accident back there.
3 I do hope they're OK. They might have taken a wrong turning.
4 I might be home a bit later tonight. I've got a meeting at five.
5 Put the TV on – there might be something good on.
6 There's nothing worth watching, so we might as well go to bed.
7 He might be good-looking, but he can't sing very well.

With no change in meaning, *might* can be substituted by *could* in sentences 1–5 and *may* in sentences 3–7.

2 **Go to Ready for Grammar on page 212 for rules, explanations and further practice.**

3 **Sentences 1–6 all contain the modal verb *can/can't*. Match each 'can' or 'can't' to the idea they express (a–f).**

1 It can store up to 70 000 separate images, although I guess I'm hardly likely to take that many photos!
2 You can be really irritating sometimes! I'd say there's every likelihood the boss is going to fire you!
3 Can you take my calls this afternoon? It's highly likely I'll be in a meeting till 5 pm.
4 I can't do it – I'm not tall enough. And there's a distinct possibility that the whole thing is going to tip over!
5 It can't be very healthy if it contains that!
6 No, you can't! 1 am is far too late, and there'll be little chance of finding a taxi.

a request
b deduction
c criticism
d inability
e theoretical possibility
f prohibition

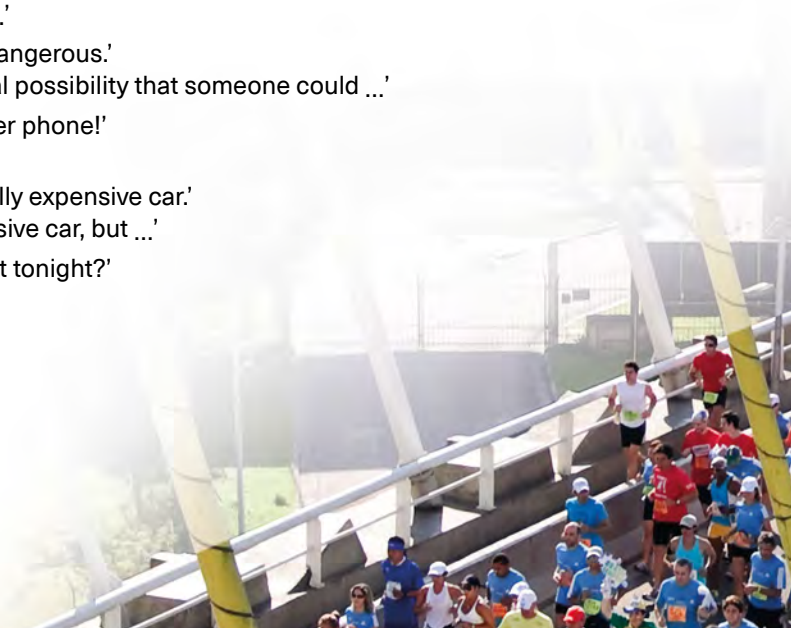
4 **Which of the underlined phrases in Exercise 3 mean something 'will probably happen' and something 'probably won't happen'?**

5 **SPEAK With your partner, create a context for each sentence in Exercise 3.**

'I like your new phone.' 'Thanks. It can store up to 70 000 different images.'

6 **SPEAK Work in pairs. Take turns to use and respond to these prompts.**

1 'You seem annoyed with me.'
'Well, I do think you might have ...'
2 'I think it's highly likely we'll be late for the film.'
'I guess we may as well ...'
3 'That game looks really dangerous.'
'Yeah, I think there's a real possibility that someone could ...'
4 'Karen's not answering her phone!'
'She may have ...'
5 'Steve's just bought a really expensive car.'
'He might have an expensive car, but ...'
6 'Do you feel like going out tonight?'
'No, I think I might just ...'



Listening Part 1 Multiple choice

1 **1.1** **You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

Extract One

You hear part of a radio discussion in which two people are talking about a sports team.

1 The man says that the home team lost the last game because
- **A** some of their players were inexperienced.
- **B** their training had not been very effective.
- **C** they had underestimated their rivals' ability.

2 Both the man and the woman disapprove of the way that two players
- **A** have been targeted by the media.
- **B** are behaving in a disloyal way.
- **C** have little to offer as role models.

Extract Two

You hear part of an interview with a musician.

3 According to the musician, why did his group not attend the awards ceremony?
- **A** They believed it would be hypocritical of them.
- **B** They felt obliged to perform at another event.
- **C** They were doubtful about their chances of winning.

4 When asked about the songs he writes, the musician reveals
- **A** his dislike of performers who are self-obsessed.
- **B** his dream of making a difference in the world.
- **C** his lack of interest in achieving celebrity status.

Extract Three

You hear two students discussing a fund-raising event they took part in.

5 How does the man feel now?
- **A** relieved that the experience is over
- **B** determined to do better in the future
- **C** disappointed he did not fulfil his aim

6 The woman mentions the amount of money she raised in order to
- **A** respond to a criticism that the man has made.
- **B** emphasise the difficulty of reaching their target.
- **C** compare the level of challenge they both faced.

2 **SPEAK** **What kind of fundraising events are popular in your country? Would you ever take part? Why/Why not?**

What to expect in the exam

- There are four parts to the Listening paper. In Part 1, you hear three short extracts from different conversations. There are two multiple choice questions for each extract, testing opinion, purpose, feeling, attitude and agreement.
- In the exam, you hear each extract twice before the next one is played.

How to go about it

- Underline the key words and phrases in the options and think how these might be paraphrased in the recording.
- As you listen, choose the option which reflects exactly what the speaker or speakers say.
- Pay attention to which speaker the question refers to, e.g. the man, the woman or both speakers.

Language focus Adverbs of degree

1 **Choose the correct adverb to complete the sentences from the Listening.**

1 ... we were on tour, and the travelling had been **fairly**/**completely** tough on us.
2 Giving the novices a chance was a **very**/**too** poor decision on the part of the manager ...
3 ... if these players are ... going overseas for the big dollars, that's **totally**/**extremely** disappointing.
4 ... I had to call it quits, because, you know, I was **slightly**/**absolutely** starving ...

2 **What other adverbs of degree can be used with the underlined adjectives in Exercise 1?**

3 **Which of the following adjectives are gradable and which are non-gradable?**

Gradable: *very difficult* Non-gradable: *absolutely impossible*

ambitious certain difficult exhausted impossible
incredible pleased ridiculous risky tiring

4 **What is the meaning of *quite* in these two sentences?**

1 His test results were quite good.
2 His test results were quite fantastic.

5 **Go to Ready for Grammar on page 214 for rules, explanations and further practice.**

6 **In 1–8, cross out the word which does not normally collocate with the adverb at the beginning of the line. There is an example at the beginning (0).**

0	**perfectly**	clear	normal	~~dependent~~	capable
1	**highly**	gifted	promising	talented	clever
2	**fully**	qualified	worried	booked	equipped
3	**wholly**	informed	inappropriate	inadequate	unacceptable
4	**entirely**	free of charge	different	old	wrong
5	**utterly**	ridiculous	opposed	qualified	disgraceful
6	**totally**	unnecessary	unexpected	independent	intelligent
7	**bitterly**	resent	regret	dislike	oppose
8	**fiercely**	generous	ambitious	proud	loyal

7 **SPEAK** **Work in pairs. Tell your partner about a time when you were:**

- absolutely terrified
- completely lost
- utterly exhausted
- highly motivated
- totally wrong
- extremely embarrassed

Word formation Nouns

1 **Which suffixes are added to the following verbs to create nouns?**

*achieve*ment *fail*ure *motivate*~~e~~ion

2 **Complete the sentences with an appropriate noun form of the word in capitals. Use each suffix in the box once only and make any further spelling changes necessary. The noun you require may also need a plural ending or a negative prefix (*un-*, *in-*, *im-*, *dis-*, etc).**

-age -al -ance -ation -cy -ence -hood -iety -ity -ment -ness -ship -ure

0 His **latest** *publication* is **a book** on young entrepreneurs. **PUBLISH**

1 _____ **are available** from 3.30 pm in the main hall. **REFRESH**

2 Union members **expressed their** _____ **of** the management's offer by walking out of the meeting. **APPROVE**

3 **In her** _____ **to** receive the award, she almost tripped on the stage. **EAGER**

4 In the interests of safety, a number of **standard** _____ need to be **followed**. **PROCEED**

5 Her 5000-metre run **paled into** _____ when compared with the marathon her grandfather completed the following week. **SIGNIFY**

6 The _____ of the device is what has made it so popular. **SIMPLE**

7 I cannot comment; I have been **sworn to** _____ on the matter. **SECRET**

8 **The cost of** _____ has increased by 10 per cent this year. **MEMBER**

9 Customers will be required to **pay for any** _____. **BREAK**

10 **There is every** _____ **that** prices will continue to rise next year. **LIKELY**

11 He **valued his** _____ too much to ever want to get married. **DEPEND**

12 It's natural to **experience** _____ on your first day at work. **ANXIOUS**

3 **Using the same suffixes as in Exercise 2, write noun forms for the following words. The same suffix is needed for all three words. Some words require further spelling changes.**

0	notorious	*notoriety*	various	*variety*	sober	*sobriety*
1	please		expose		close	
2	appear		annoy		rely	
3	store		short		pack	
4	rehearse		renew		propose	
5	efficient		intimate		vacant	
6	enjoy		require		commit	
7	prosperous		original		familiar	
8	leader		companion		partner	
9	neighbour		father		adult	
10	absent		persistent		evident	
11	selfish		tired		careless	
12	explain		interpret		apply	

4 **Replace the bold phrases in each question with a noun that has the same meaning from Exercise 3.**

1 How could the **wealth and success** of your **particular area of city/town** be improved? Which areas need investment?

2 How does your life change when you enter **being 18 (or 21) years old**? Is there anything you miss about being a kid?

3 Would you consider yourself to be **long-term relationship or marriage**-phobic?

4 What qualities are essential if you're in a **management** position, e.g. CEO, president, etc?

5 **SPEAK** **Work in small groups. Discuss the questions in Exercise 4.**

Writing Part 1 Essay

What to expect in the exam

In Part 1 of the Writing paper, you have to write an essay. There is one task, with notes listing three discussion points. You can also make use of opinions given during a debate, lecture, panel, radio or television discussion. You have to explain which of your chosen points you agree with or believe is most important and give reasons to support your opinion. You should write between 220–260 words.

1 SPEAK Work in pairs. Read the Writing Part 1 instructions below. Then answer these questions.

1 What is the general topic you have to explore in your essay?
2 What is the connection between the notes and the opinions?
3 How many of the points in the notes do you need to respond to?
4 Is it compulsory to mention the opinions provided?
5 What is meant by 'an appropriate style'?

Your class has held a debate on the impact of social media on young people. You have made the notes below.

Impact of social media on young people

- creative opportunities
- exposure to advertising
- sharing and receiving information

Some opinions expressed in the debate:

'It gives creative young people a platform to share their talent with a wider audience.'

'Corporations use social media to sell their products.'

'You can interact with people from all over the world.'

Write an **essay** discussing **two** of the ways in which social media has an impact on young people. You should **explain which way is more significant and provide reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write your answer in **220–260** words in an appropriate style.

2 Read the model answer. Decide:

- which two points the writer addresses.
- which point the writer says is more significant.
- whether the writer addresses the topic in objective, general terms, or refers to their own personal experience.

Social media has become a global phenomenon. Wherever a young person may live, or whatever their socio-economic status might be, it is highly likely they will be engaging on multiple social media platforms. **So exactly how** is the use of social media impacting on the young generation?

One positive influence is that social media allows people to connect with one another at the click of a button. Should someone wish to discover more about a particular issue, it is simply a matter of finding a like-minded online community. **In this way**, they can exchange ideas, discuss experiences, and describe how they have overcome certain challenges. As many of the younger generation are deeply concerned about problems such as social injustice and global warming, social media can provide them with a means for bringing about change.

However, while social media might sometimes be a force for good, it can also affect young people in ways that could be considered manipulative. **A case in point is** when vloggers recommend expensive brands. There are some teens who really aspire to be as popular as their idols, so they can be extremely susceptible to this kind of promotion. What they may not realise is that there is a very strong chance a company is paying the influencer to endorse these items.

On balance, the most consequential impact of social media seems to be the way it allows people to acquire and spread knowledge so effectively. The fact that many young activists have forced businesses to change their policies and practices for the better proves this point.

3 Discuss the purpose of each paragraph in the model answer.

Paragraph one introduces the topic, and the rhetorical question is a way to grab the reader's attention.

4 The instructions for the Part 1 Essay say you should use your own words as far as possible. Match these words from the task with the underlined paraphrases in the model answer.

1 impact	_____ _____	4 corporations	_____ _____
2 share	_____ _____	5 advertise	_____ _____
3 interact	_____ _____	6 products	_____ _____

5 **SPEAK** Work in pairs. Match the signposting words and phrases to their function.

1	**So exactly how**	a	use this to explain the consequence of an action or situation you just mentioned
2	**In this way**	b	use this to introduce an example or supporting evidence
3	**However**	c	use this to show what conclusion you have reached
4	**A case in point is**	d	use this to set up the topic without stating your own opinion
5	**On balance**	e	use this to introduce a contrast, an alternative point of view

6 Instead of using *'So exactly how ...?'* to set up your argument, you could also write *'The most significant impact of social media, however, is open to debate.'*

Discuss some alternative ways to express the other examples of signposting in Exercise 5.

7 Now write your own answer to the Part 1 task in Exercise 1. Before you start writing, read the advice in the *How to go about it* box.

How to go about it

Plan your essay:

- Choose two of the three points, and quickly write down a few ideas for each.
- Decide which ideas are most relevant, and add some notes to develop them.
- Check that the notes include reasons and/or supporting evidence.
- Decide how to introduce and conclude your essay.

Write your essay:

- Set your argument out in four paragraphs.
- Use signposting phrases to connect your ideas.
- Use a range of vocabulary and grammatical structures, and avoid repetition whenever possible.

For more information on writing essays, see page 192.

REVIEW

Language focus Modal verbs: *Might*, *could*, *may* and *can*

Complete the sentences with a modal form and another word from the box.

at least can chance could have hardly manage
may might succeeded unlikely well

1 Sometimes you _____ be so uncaring! I do think you _____ sent me some flowers on our anniversary.

2 She _____ only be a six-month-old baby, but she's clearly very intelligent.

3 There's a good _____ the bus will be late, so we _____ as well walk.

4 It seems highly _____ it'll rain today, but we may _____ get showers tomorrow.

5 You could _____ have made the effort to get changed. You're _____ likely to impress her in those clothes!

6 Our team _____ in getting through to the finals, but we didn't _____ to retain the trophy.

Spelling

1 Read the email quickly. What question(s) do you think Finn asked?

2 Read the email again and identify and correct eight spelling mistakes.

From: Kieran

Hi Finn

Yes, you're right – I did work for Westside Sports a few years ago. I was looking for a part-time job, and there weren't that many opportunites around, so when I saw they had a vacancy for a coach, I just went for it … despite my lack of experience. I ended up working there for a couple of terms, and really enjoyed it. It's what got me motiveted to apply for the sports science and management course I'm now doing.

Anyway, I think there are a few things you can do to make a good impression and ensure the interview is successfull. For a start, you could say how you think a sense of acheivement is important for kids, and that you believe encouragment is always better than criticism. (That's probably equally true for all of us.) You could also maybe explain how sport is generally benefitial for young people – not just in terms of physical fitness, but also emotional well-being. You don't have to pretend that you're incredibly ambitous and want to become a kids' sports coach for life, but it might be a good idea to say something like 'I'd like to help young people fullfil their potential'.

I hope that helps. Let me know how the interview goes.

Kieran

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Rewarding children

Cash rewards are a common form of **(0)** *MOTIVATION* used by parents with high **(1)** _____ to encourage their children to work hard at exam time. Some youngsters receive **(2)** _____ of as much as £100 for each A grade they obtain. But should such 'bribes' be based on exam **(3)** _____ or should they, as many parents and teachers feel, be offered in **(4)** _____ of a child's effort, regardless of results? The latter approach would solve the problem of how parents reward children with different levels of **(5)** _____; imagine, for example, a family with one child who is academically gifted and another who has learning **(6)** _____. The dangers of result-related incentives for the second child are clear; with little hope of obtaining the higher grades, the withholding of promised financial rewards would only compound the child's feeling of **(7)** _____. However, some leading educational psychologists believe that parents should rely on their own **(8)** _____ in such matters. They maintain that if parents know that money will motivate their child, then they should not be condemned for operating a system of cash pay-outs.

MOTIVATE
EXPECT
PAY
PERFORM
RECOGNISE
ABLE
DIFFICULT
FAIL
JUDGE

Vocabulary Challenge and achievement

For sentences 1–10, underline the correct alternative.

1 I think there's a[n] *obvious* / *clear* / *distinct* / *plain* possibility that Djokovic might win.
2 He only has a *fair* / *slight* / *long* / *thin* chance of winning the election. He's very unpopular.
3 There is *every* / *each* / *all* / *very* likelihood that the government will introduce the measures this year.
4 There were far more of them than us. We didn't *stand* / *face* / *hold* / *keep* a chance against them.
5 I'm afraid the project will *connect* / *join* / *meet* / *contact* with failure if we don't get sufficient funding.
6 He had never acted before, but he *rose* / *arose* / *aroused* / *raised* to the challenge and gave a very convincing performance.
7 At 85, she says she's unlikely to realise her *resounding* / *longing* / *lifelong* / *overall* ambition of learning to fly.
8 That last candidate appeared to be *fully* / *wholly* / *utterly* / *entirely* qualified for the job.

Writing Part 2 Informal email

This is part of an email you receive from a friend:

> … I failed the last time I auditioned for a part in the college play. There's another audition coming up soon. How did you manage to get a part? Do you have any tips to help me overcome my nerves? Do you think getting some extra drama lessons would be worth it?

Write your email.

For more information on writing emails, see page 195.

Pronunciation Word stress: nouns

1 Mark the stressed syllable in each word in bold. The first one has been done for you.

1 It's impossible to **motivate** others if you have no **motivation** yourself.
2 You should certainly **recognise** your strengths, but a clear **recognition** of your weaknesses is more important.
3 Be **generous** to other people, and they will invariably return your **generosity**.
4 Aim to work in **various** different jobs for a **variety** of different companies; it'll make you a more rounded professional.

2 1.2 Listen and check your answers to Exercise 1. What do you notice about the position of the stress in the two words in each sentence?

Nouns with *-ity*, *-sion*, *-tion*, and *-iety*

- In nouns ending in the suffixes *-ity*, *-sion* and *-tion*, the stress is always on the syllable immediately before the suffix. This is irrespective of the position of the stress in the verb or adjective from which the noun is formed.
- For nouns ending in the suffix *-iety*, the stress is always on the *i* of the suffix.

3 SPEAK Work in pairs. How far do you agree with the statements in Exercise 1?

4 Complete the tables below. Use the suffixes *-ity*, *-tion*, *-sion* and *-iety* to form nouns from the words in the left-hand column. Then mark the stress in the correct position on all the words. The first one has been done for you.

	Adjective	Noun
1	social	society
2	anxious	
3	sensitive	
4	reliable	
5	curious	

	Verb	Noun
6	supervise	
7	resign	
8	repeat	
9	resolve	
10	satisfy	

5 1.3 Listen and check your answers to Exercise 4. Then practise saying the words.

6 SPEAK Work in small groups. Play snakes and ladders.

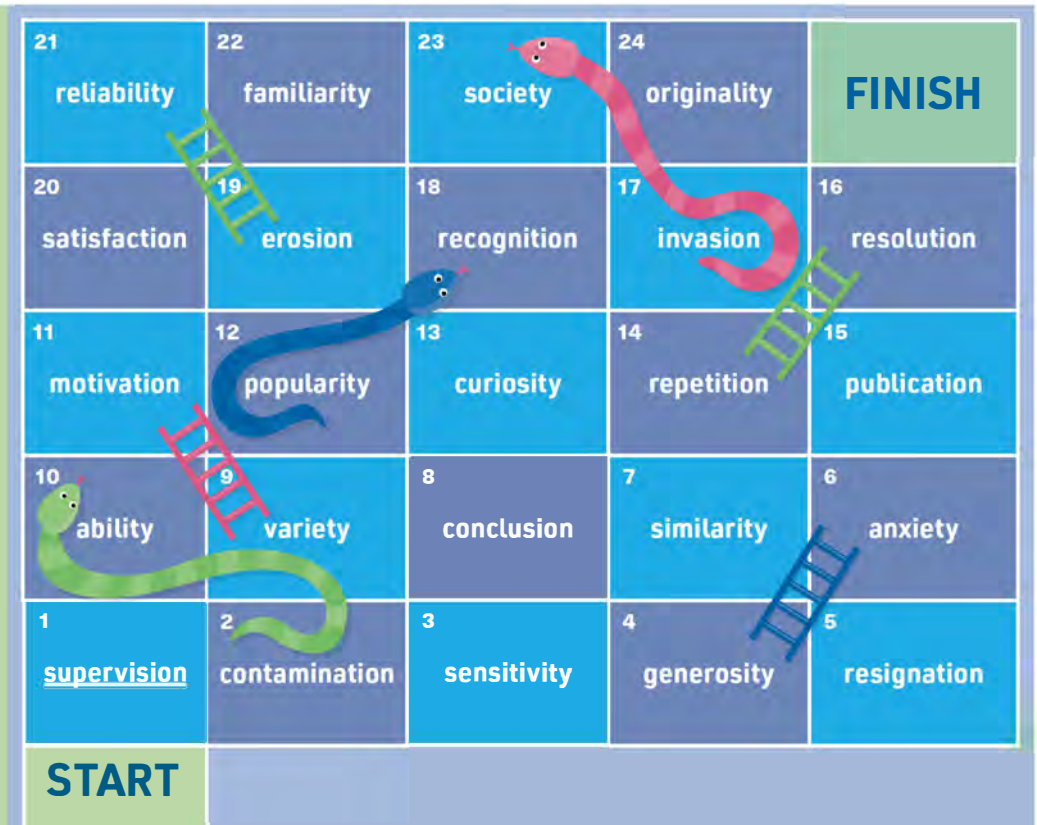
Rules

1 Toss a coin. Move two spaces for heads and one space for tails.

2 Use the word you land on to create a sentence. You must also pronounce the word correctly. If you fail to do so, miss a turn.

3 If you land on a snake's head, go to the square with the snake's tail.

4 If you land on the bottom rung of a ladder, go to the square with the top rung.



2

TIMES CHANGE

KEY LANGUAGE

Talking about the past
Nouns in formal English
Changes

PRONUNCIATION

Consonant sounds: /ʧ/, /ʤ/, /ʃ/ and /ʒ/

EXAM PRACTICE

Reading and Use of English Parts 1, 2 & 8
Writing Part 2
Listening Parts 2 & 4
Speaking Parts 1, 3 & 4

Speaking Part 1 Interview

Work in pairs. Discuss the questions.

1 Over the last few years, has the way you spend your free time changed much?
2 Have you ever read a book or seen a film that changed the way you felt about something?
3 Do you think it is possible to keep the same friends for life, or do you think your social circle will change?
4 Are you the kind of person who generally embraces or avoids change?
5 If you could change one thing about your life, what would it be?

2 TIMES CHANGE

Listening Part 2 Sentence completion

1 SPEAK Work in pairs. Look at the pictures that were all taken approximately 50 years ago. Discuss the following questions.

1 What aspects of daily life do they represent?

2 How have these aspects of life changed since then?

2 SPEAK Work in small groups. Discuss what kind of exhibits you would expect to see at an institution called the Childhood Museum.

What to expect in the exam

- Part 2 is a monologue, for example, a presentation or talk. You listen and complete a set of sentences using one word or a short phrase. You will hear the recording twice.
- There will be a pause before the recording starts to give you time to read the questions and predict what type of information might be required for each gap.
- For some questions you will hear distractors: words which might at first seem relevant, but which do not complete the sentence correctly.

  For question 1, for example, you will hear Lewis mention two abilities that a volunteer might have, but only one of these abilities will impress the interviewer.

3 2.1 You will hear a student called Lewis Rowe giving a talk about volunteering at a local museum, the Childhood Museum, and giving advice on how to become a volunteer. For questions 1–8, complete the sentences with a word or short phrase.

VOLUNTEERING AT THE CHILDHOOD MUSEUM

One of the activities Lewis does in the classroom is asking children to guess what **(1)** _____ applied to 19th century teachers.

Lewis found that many young visitors had never practised writing their own **(2)** _____ before.

In Lewis's experience, it's the museum's **(3)** _____ that are most at risk of damage.

Lewis warns that in the room where visitors can play **(4)** _____, earplugs are essential.

Lewis says he learnt a lot about 1950s' **(5)** _____ from some of the older volunteers.

Lewis says that volunteers demonstrating good **(6)** _____ will impress an interviewer.

Lewis believes that a real interest in **(7)** _____ is more important than previous experience.

Lewis advises volunteers to look after the **(8)** _____ provided by the museum.

4 SPEAK If you had the opportunity to work in a museum, would you take it? What factors would influence your decision?

Speaking Part 3 Collaborative task

1 Before you do the speaking task, read the information and do the exercise in the boxes below.

2 **SPEAK** Work in pairs. Here are some items which might represent our lives today in a future museum exhibition. Talk with your partner about how well these items would represent our lives today.

a magazine
a phone
How well would these items represent our lives today?
a fast food menu
a TV comedy programme
paper money and coins

3 **SPEAK** Decide which item would most interest future visitors to the museum.

Useful language

Complete the sentences with a phrase from the box.

are unlikely to would be intrigued to ~~is a distinct possibility that~~
is a part of everyday life might conceivably be
would demonstrate very clearly would not be complete without

0 There *is a distinct possibility that* people in the future won't ever have seen coins or paper money.

1 The exhibition _____ a few images of modern fashion.

2 Fast food _____, so something representing that would be of interest.

3 Future generations _____ see the various means of payment we use today.

4 The photos on a phone _____ what people like to do in their free time.

5 Online newspapers _____ obsolete soon.

6 People _____ be using newspapers as a source of information in 100 years' time.

How to go about it

- You should give your own opinions and provide reasons to support them.
- It is important to cooperate with your partner by asking for their views and responding to their comments.
- In both tasks, aim to demonstrate your linguistic ability by using a wide range of vocabulary and structures.

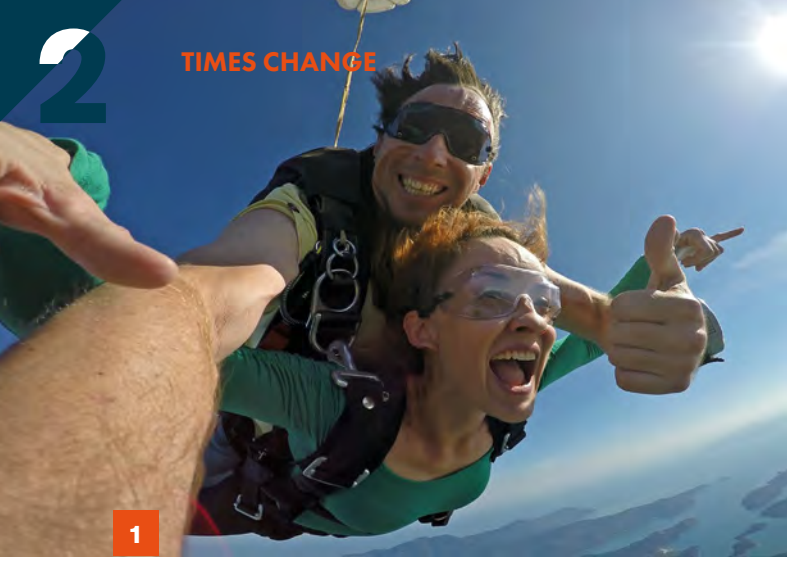
Speaking Part 4 Further discussion

In Part 4 of the Speaking test the examiner will ask you questions which are related to the topic in Part 3. Discuss the following questions.

- Some people believe that museums can teach us a lot about history. What is your opinion?
- How do you think that museums can continue to attract visitors in the future?
- How can teachers make history an interesting subject for their students?
- Why do you think some people are keen to learn about their own family history?
- To what extent do you agree with the idea that life in the past was harder than it is now?
- In what ways might young people's lives be different 100 years from now?

What to expect in the exam

- A particular question may be directed specifically at either you or your partner. Alternatively, you may be required to discuss the same question separately or together.
- In either case, you are expected to give full answers to the questions asked, with reasons for your opinions.



1

2

Reading and Use of English Part 8 Multiple matching

1 SPEAK Work in pairs. Look at photographs 1–4 and discuss the following questions.

1 When and why do you think photograph 1 was taken? How do you think the people in the photograph feel?

2 Discuss how you think pictures 2, 3 and 4 show the development of photography over the last 150 years.

2 You are going to read an article about the role of photography in helping people connect with the past. For questions 1–10, choose from the writers (A–D). The writers may be chosen more than once.

How to go about it

- Skim through all four sections quickly to get an idea of their content.
- Read all the questions to see the kind of information you are looking for.
- Read section A, then look again at the questions, answering any that you can. Do the same for the other three sections.
- If there are any questions you have not answered, scan the sections again, looking for the specific information you need.
- To help you, parts of two sections have been underlined. Match these parts to questions 3 and 7. As you answer the other questions, underline the relevant parts of each section in the same way.

Which writer

mentions the challenge of making familiar scenes feel very personal? 1 ☐

believes that it is perfectly acceptable to enhance an image in a photograph? 2 ☐

suggests that someone could form an inaccurate impression by looking at certain photos? 3 ☐

acknowledges a change of opinion about everyone having the potential to take good photographs? 4 ☐

describes the emotional impact of not having access to family photographs? 5 ☐

admits to feeling overwhelmed when it comes to managing and evaluating photographs? 6 ☐

regrets not using the opportunity to take more photographs when young? 7 ☐

wonders whether people would value their photographs more if they possessed fewer? 8 ☐

refers to the unique ability of photography to capture an exact point in time? 9 ☐

refers to a feeling of sadness brought on by viewing a particular series of photographs? 10 ☐

3 SPEAK Which opinions, feelings or concerns expressed by the writers do you relate to? For example, do you agree that few people are really good at taking photos? Do you ever worry that you might lose the digital photos you have taken?

3

4

THE POWER OF PHOTOGRAPHY: TIME, MORTALITY AND MEMORY

Writers explain the role of photography in helping us connect to the past

A BLAKE MORRISON

A stranger flicking through my childhood photos might deduce that we were perpetually on holiday in north Wales, and that my father never accompanied us. But he wasn't absent, merel hiding behind the lens of his Nikon. Most of his snaps were taken without us noticing. But a few were trick photos, such as the one with my mother, sister and me arranged above each other on a steep hill to look like acrobats standing on each other's shoulders. Despite their playfulness, my chief feeling when I look at those photos is sorrow; that the times they commemorate can't be retrieved. It's sentimental, I know. Worse, though, would be to have none at all. My favourite photo is one of my mother in pigtails as a child, an image unknown to me until a few years ago, when a cousin sent it. The earliest image I had of her till then was a graduation photo. I felt shut out from her past, and the lack of pictures was part of the reason.

B MARY MCCARTNEY

I have a vivid early memory of going to a darkroom with my mum, and seeing a blank page put into a chemical bath and becoming a photograph. Incredible! Because I grew up around photography, I assumed anyone could take pictures. Now, I realise not everyone has the eye. It's hard to do a proper shoot or go into depth; it takes time and attention. When I go on assignments, I might use my iPhone, my 35mm Leica, my digital camera or my Polaroid. I upload with filters sometimes; I'm not that purist about it. In the past, you'd pick a certain type of film for a certain look, and today's filters are a similar concept: the modern version of choosing the right mood. Family pictures are the most precious and I have a set of prints I carry around in my wallet of my kids, my husband and my parents. I look at those rather than writing a diary: they're very evocative and textural. I replace them when they get worn out.

C SEAN O'HAGAN

I remember a Kodak Instamatic that appeared every holiday or family gathering. The rest of the time it resided in a kitchen drawer. The idea it could be taken out, loaded up with film and used to record my everyday life never occurred to me. I wish it had been otherwise. Now, I have thousands of digital photographs stored on my hard disk, and none printed out. This fills me with a vague anxiety. I shoot certain things repeatedly: landscapes whizzing by from moving trains; people dozing on the Tube; the tops of trees against the sky. I think photographs should be simultaneously intimate and everyday. That's a tall order, but the best photographers pull it off. I once shot the interior of my father's garden shed. The images feel like a portrait of his mind and all the stuff he had collected. For me, they possess great meaning – something to do with time and mortality and memory, all the things photography seems to evoke like no other art form because of its very nature – the split second already gone.

D JEMIMA KISS

Somewhere in my house is a collection of dusty, battered hard drives. Hidden inside is an invaluable part of my family history – my photos. There have been occasions where I have quickly glanced through a folder, and even printed a couple of pictures out, but the sheer volume has made it impossible even to begin to organise or access this collection. It is insurmountable. But I suspect I am not unique in this respect. If we all had only 10 pictures in the world, would we be more careful with them? Would each be meticulously stored, labelled, backed up and printed out in beautiful frames? In the past, family cameras were precious, hallowed objects. And the relatively small number of photos in a family collection meant that many came to represent powerful, emotional links to our past. What we need is software that identifies the 10 best photos we've taken in a month, to avoid digital overload. There's no point backing up 3,000 photos, just the ones you really treasure.

Language focus Talking about the past

Review

1 **Complete the sentences with an appropriate form of the verbs in brackets. Choose from the past, past perfect or present perfect, in either the simple or continuous form. There may be more than one possible answer. If so, explain any differences in meaning.**

1 I _____ (*never/use*) my French until I _____ (*attend*) that conference.
2 That's the third time I _____ (*have*) to tell you to stop shouting!
3 It looks as if he _____ (*cry*) again. His eyes are all red and puffy.
4 I used to get so annoyed with him. He _____ (*always/lose*) things.
5 She _____ (*eat*) a particularly large meal and she suddenly started to feel sick.
6 Ula _____ (*leave*) work for the day when the email _____ (*arrive*).
7 You know that book you _____ (*tell*) me about last week? Well, I _____ (*buy*) it. Look.
8 I hated that school. If I _____ (*not do*) my homework, they used to punish me. If I _____ (*do*) it, they'd tell me to do it again.

Further ways of talking about the past

2 **Choose the correct alternatives in the following sentences. Either one, two or all three alternatives may be possible.**

1 **When I was thirteen,** I *used to know* / *would know* / *knew* the words to all their songs.
2 **It's years since** *I've ridden* / *I haven't ridden* / *I rode* a skateboard. I'm not sure if I could do it now.
3 **I'd** *like to have travelled* / *have liked to travel* / *have liked to have travelled* more before settling into a full-time job.
4 **I remember** that concert. **It was the first time** *I've seen* / *I'd seen* / *I was seeing* the band play live.
5 **I'd rather my parents** *didn't make* / *wouldn't have made* / *hadn't made* me go to piano lessons **when I was little**.
6 She was *going to work* / *thinking to work* / *to have worked* in her mother's business, but decided instead to continue her studies.
7 *After he'd done* / *Having done* / *Being done* it once, he was happy to give another presentation.
8 It hasn't rained once since *I've been here* / *I got here* / *my arrival*.

3 **Go to Ready for Grammar on page 216 to check your answers to Exercises 1 and 2, and for further rules, explanations and practice.**

4 **Write three statements about yourself which are true, and two which are lies. Use the phrases in bold in Exercise 2 together with an appropriate verb in the correct form.**

5 **SPEAK** **Read out each statement to your partner. Your partner has to ask questions and then guess whether you are telling the truth or not.**

A: I'd rather my mum hadn't made me dress the same as my sister and brother when I was little. It was so embarrassing!

B: Seriously? What kind of clothes did you have to wear?

Listening Part 4 Multiple matching

1 2.2 **You will hear five short extracts in which people are talking about a difficult decision they had to make. To make your first Part 4 Listening easier, there are only six options, not eight, to choose from in each task.**

What to expect in the exam

- For Part 4, you hear five short monologues on the same theme.
- You have to complete two tasks while you listen. Each task has eight options (A–H). As you listen, you match one option from Task 1 and one option from Task 2 to each speaker.
- In the exam, you have 45 seconds to read through the tasks before you listen.
- You hear all the monologues, then the whole recording is played again.

TASK ONE

For questions **1–5**, choose from the list (**A–F**) what led to the speaker making their difficult decision.

TASK TWO

For questions **6–10**, choose from the list (**A–F**) what advice the speaker gives about making difficult decisions.

While you listen you must complete both tasks.

A a desire to be healthier
B the example of a role model
C the wish to preserve a relationship
D a frustration with routine
E the need to prove other people wrong
F a chance to fulfil an ambition

Speaker 1 ☐ 1
Speaker 2 ☐ 2
Speaker 3 ☐ 3
Speaker 4 ☐ 4
Speaker 5 ☐ 5

A follow your instincts
B set yourself a deadline
C seek professional advice if needed
D obtain information from various sources
E be objective rather than emotional
F consult someone who knows you well

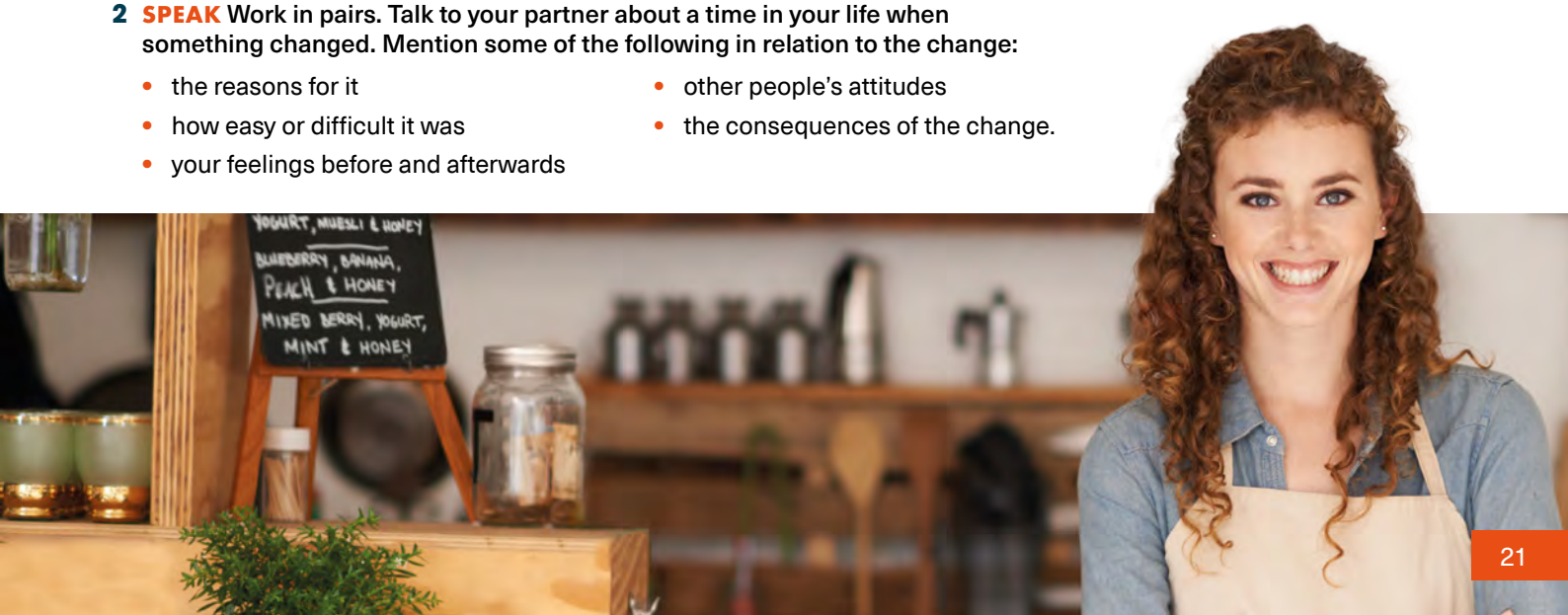
Speaker 1 ☐ 6
Speaker 2 ☐ 7
Speaker 3 ☐ 8
Speaker 4 ☐ 9
Speaker 5 ☐ 10

How to go about it

- Read both tasks carefully before you start to listen.
- Underline the key words in the options and predict how they might be paraphrased.
  Task One A *a desire to be healthier – I wish/my ambition is to … get fitter/feel physically well*
- The first time you hear the speakers, mark the options in both Task 1 and 2 that you think are correct. Note that speakers may sometimes provide the answer to Task 2 before they provide the answer to Task 1.
- Use the second time you listen to confirm or change the options you chose.

2 SPEAK **Work in pairs. Talk to your partner about a time in your life when something changed. Mention some of the following in relation to the change:**

- the reasons for it
- how easy or difficult it was
- your feelings before and afterwards
- other people's attitudes
- the consequences of the change.



Vocabulary Changes

Verb + noun collocations

1 **SPEAK** **Work in pairs. Discuss when or why might you change each of the items in the box below.**

your doctor	gear	your name	places	sides
the subject	your tune	a tyre	your ways	

You might change your doctor if you moved house or if you weren't happy with the treatment you were receiving.

Adjective + noun collocations

2 **The following adjectives can all be used with the noun *change*. Complete each of the sentences 1–4 with a suitable group of adjectives (a–d). All of the adjectives in each group must be appropriate for the sentence you choose.**

a economic/political/social

b dramatic/sudden/considerable

c pleasant/refreshing/welcome

d far-reaching/significant/sweeping

1 It **made a/an** _____ **change to** see Alex in a suit. He looked very smart for once.

2 The government has announced plans **to make** _____ **changes** to the tax system next year.

3 The **pace of** _____ **change** has been rather slow in this country recently.

4 The lottery win **brought about a/an** _____ **change** in her circumstances, which she is finding it difficult to cope with.

Other verbs of change

3 **Decide which verb (a, b, c or d) best fits the gap in each pair of sentences. The verb you choose must fit the gap in both sentences. The words in bold are typical collocates of the verb.**

1 It took him a while to _____ **to being a parent**.

2 You can _____ **the height of the chair** by pulling this lever here.

a switch **b** alter **c** vary **d** adjust

3 They are planning to _____ the old windmill **into** a small guest house.

4 The bank has an app that will _____ **dollars into euros** for you.

a transfer **b** transform **c** convert **d** adapt

5 **Prices** _____ **according to** the time of year you decide to travel.

6 We were advised to _____ **the children's diet** as much as possible.

a adapt **b** shift **c** vary **d** modify

7 The group were asked to _____ **their behaviour** or else leave the hotel.

8 We had to _____ **the design** of the car to take account of the rough terrain.

a modify **b** amend **c** transfer **d** convert

9 Twelve European countries _____ **over to the euro** on 1 January 2002.

10 I _____ **shifts with** Brian so I could go to my sister's wedding.

a shifted **b** switched **c** transformed **d** altered

4 **Write four sentences about *you* / *your country* / *the world in general* using any of the vocabulary in Exercises 2–3. Compare your sentences with a partner.**

Reading and Use of English Part 2 Open cloze

What to expect in the exam

- The open cloze is a short text with eight gaps, each of which requires one word.
- The main focus is on grammatical words, e.g. prepositions, relative pronouns and conjunctions.

1 Read the following text, ignoring the gaps for the moment. What can you find out about *Barbie*®, *GI Joe*® and *Harry Potter*?

2 Read the text again and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

TOY TRENDS

The original lifelike figure designed specifically with boys **(0)** *IN* mind was GI Joe®. Its inventor, Stanley Weston, had noted the demand amongst young girls **(1)** ..... Barbie®, the first doll in the US to look like a woman **(2)** ..... than a baby. Weston hoped that a male figure dressed in military clothing would create just **(3)** ..... much interest amongst boys. Being careful **(4)** ..... to use the term 'doll', he pitched his idea to toy company Hasbro as an outfitted action figure. **(5)** ..... having no backstory and no enemies to fight, GI Joe® was immediately popular when released in 1964. Other toy manufacturers were quick **(6)** ..... follow Hasbro's example, creating figures of screen and comic book heroes or villains, such as Batman or storm troopers from *Star Wars*. Since then, film companies have sometimes seen greater profit from licensing action figures than from the corresponding movie, *Harry Potter* being **(7)** ..... such example. However, a recent downturn in sales may suggest that action figures are no **(8)** ..... holding young consumers' attention, perhaps as they shift their focus to video games.

3 SPEAK Work in pairs. Compare your answers with your partner. Point out words and ideas in the text that provided you with clues.

4 SPEAK Work in pairs. What toys were your favourites when you were a child? Why did you like them?

Language focus Nouns in formal English

1 Look at the underlined nouns in sentence A from *Toy trends*. Which words in sentence B do they relate to?

A A recent downturn in sales may suggest that action figures are no longer holding young consumers' attention, perhaps as they shift their focus to video games.

B Sales have recently fallen, which may suggest that young consumers aren't interested in action figures any more, perhaps because they're focusing on video games instead.

2 In what other ways is sentence B different from sentence A?

3 Is the use of nouns generally more frequent in formal written English or conversational English?

4 Go to Ready for Grammar on page 214 for rules, explanations and further practice.

5 SPEAK Work in pairs. Talk about some of the following situations with your partner:

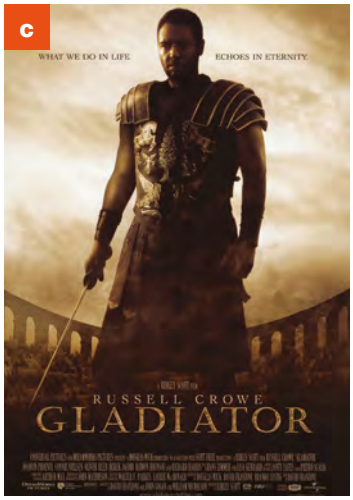
- a time when you expressed your dissatisfaction with a service or product
- a time when you had to conceal your disappointment about a gift you received
- a time when your failure to recognise someone or remember their name caused embarrassment
- a time when you should have taken more responsibility for something
- a time when you noticed a big improvement in your English
- a time when you started gaining independence.

Writing Part 2 Review

a

b

c



d

1 **SPEAK** **Work in pairs. Discuss the following questions about the film or TV series in photographs a–h.**

1 What do you think each of these series or films (a–h) might be about? Have you watched any of them?

2 Which series or films would you be most likely to watch? And least likely? Why?

2 **Read the following Part 2 task and the model answer on the series *Stranger Things*. Is the review generally positive, negative or balanced?**

You see the following announcement in an online magazine called *Moviesite*.

Moviesite News Reviews More

History makes a comeback

The theme for next month's reviews is television series that are set in the past.

Send us a review of a television series you have watched that is set in the past. What did you learn from watching it? How do you think the series could have been better? Would you recommend it to others?

Write your review.

★★★★★ *Posted August 23rd*

Stranger Things takes us back to the early 1980s. The narrative begins in 1983, in a quiet Indiana community called Hawkins. A 12-year-old boy is cycling back to his house at night, through the woods, and close to a secret government research centre. When he never makes it home, his friends and family set out to find him. Coinciding with his disappearance is the arrival of a young girl with unearthly powers, and a monster constantly lurking in the shadows.

The series is packed with references to the popular culture of the period. In between scenes of horror, we see what fashions and hairstyles were current, and what music and movies kids were into. We are offered an insight into the gender norms of the era: mothers made dinners, fathers went out to work. The fact that everyone has to rely on faulty landlines in an emergency also makes you appreciate your smartphone that much more!

It is hard to say what the directors could have done to make *Stranger Things* a better viewing experience. The show is genuinely creepy, and the acting of the young cast is absolutely superb. The concept of the small-town cop trying to get to the bottom of a mystery with no support from his department is hardly original, but makes sense given he is facing a supernatural enemy.

The series manages to brilliantly combine the elements of horror, complex emotions, and nostalgia. If you want to be thoroughly entertained and terrified at the same time, I would say this is the series for you.

3 What is the purpose of each paragraph? Are all the points in the task covered?

4 Most of the review is written in the present simple. Why is this?

5 Find an example of the present continuous, past simple, and a past modal form. Why are these forms used?

6 Find three adverb–adjective pairs and three adverb–verb pairs in the review. What effect do the adverbs have?

7 Decide whether the adjectives below are positive or negative. Write + (positive) or – (negative) next to each adjective.

action-packed clichéd compelling credible entertaining gripping implausible impressive moving overhyped predictable sentimental stunning tedious

8 Complete the sentences with the correct form of a verb from the box.

advise appreciate discover face find follow gain give hire open overlook rely set take tell watch

1 The story _____ with hero Vikesh fighting his arch-rival, Ajay. What _____ is a series of flashbacks that reveal the reason for their mutual hatred.
2 It was interesting to _____ more about Aisha's motives. As the story unfolds, you begin to _____ why she regarded everyone as a threat.
3 Unfortunately, the film _____ too heavily on special effects rather than character development, so I would probably _____ viewers to give it a miss.
4 _____ through the eyes of a young soldier named Jamie, the story is _____ during the civil war.
5 Tom's attempt at an Australian accent was laughable. It would have been far better to _____ a genuine Australian actor to _____ on the lead role.
6 The show is definitely worth _____ for the acting alone. Like most viewers, you will probably _____ yourself binge watching the whole series.
7 It is possible to _____ a deeper understanding of what it was like to _____ prejudice in those times.
8 It is hard to _____ the holes in the plot; if the writers had _____ more thought to story development, perhaps viewers would have been more convinced.

9 Which sentences in Exercise 8 could be used to

a give an overview of plot or theme?
b say what you have learned?
c suggest what could have been better?
d show whether or not you would recommend the series?

10 Now write your own answer to the task in Exercise 2 in 220–260 words.

How to go about it

Plan your review:

- Choose and make notes about something you are very familiar with. In this case, it is a TV series, but for other reviews it may be a book, film, product or service.
- Check that your notes address all the questions in the task.
- For reviews of TV series, films and books, plan when you might use the present simple and continuous, and when it would be better to use past forms.
- Think about the tone of your review. Readers tend to pay more attention to reviews that are balanced, or at least not too extreme.

Write your review:

- Set your review out in four paragraphs.
- Use an appropriate number of adverb–adjective and adverb–verb pairs.
- Ensure you make your opinion clear. There is always an element of evaluation in a review – your readers need to know whether a TV series/film/book is worth seeing, or whether a product/service is worth using.

2 REVIEW

Reading and Use of English Part 1 Multiple-choice cloze

How to go about it

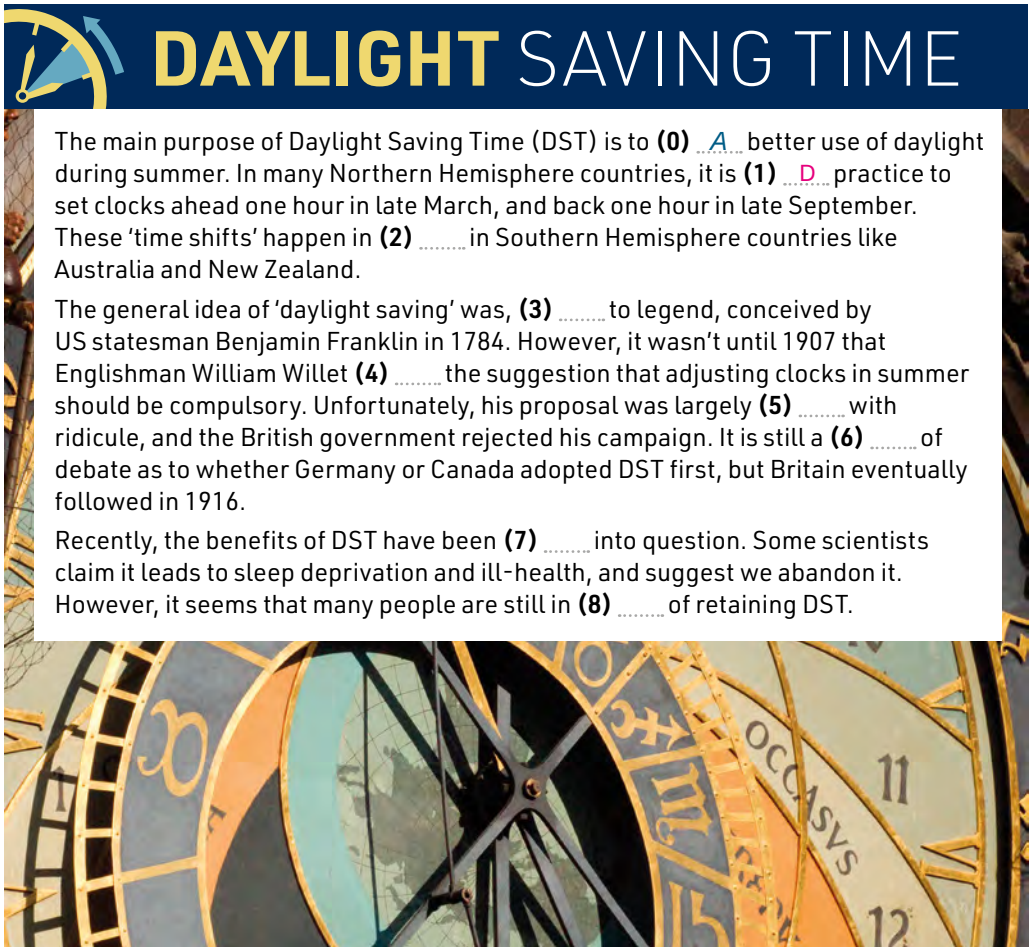
- Read the title and the text to get an idea what the text is about.
- Consider all the options (A–D) before deciding on an answer. Look for key words before or after each gap to decide whether it is testing:
  - collocation (common noun and verb pairs)
  - fixed expressions
  - complementation (when words are followed by a specific preposition or the gerund/ infinitive).

What to expect in the exam

- Part 1 is a short text which has eight gaps (plus an example). Each gap represents a missing word or short phrase. Following the text are eight sets of four words or phrases.
- You choose the word or phrase from each set which fills the gap correctly.
- Some questions test meaning at a phrasal level, and others test meaning at sentence or paragraph level.

1 **Read the text below quickly, ignoring the gaps. What are the main points the writer makes about Daylight Saving Time?**

2 **For questions 1–8, read the text and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).**



DAYLIGHT SAVING TIME

The main purpose of Daylight Saving Time (DST) is to **(0)** *A* better use of daylight during summer. In many Northern Hemisphere countries, it is **(1)** D practice to set clocks ahead one hour in late March, and back one hour in late September. These 'time shifts' happen in **(2)** ..... in Southern Hemisphere countries like Australia and New Zealand.

The general idea of 'daylight saving' was, **(3)** ..... to legend, conceived by US statesman Benjamin Franklin in 1784. However, it wasn't until 1907 that Englishman William Willet **(4)** ..... the suggestion that adjusting clocks in summer should be compulsory. Unfortunately, his proposal was largely **(5)** ..... with ridicule, and the British government rejected his campaign. It is still a **(6)** ..... of debate as to whether Germany or Canada adopted DST first, but Britain eventually followed in 1916.

Recently, the benefits of DST have been **(7)** ..... into question. Some scientists claim it leads to sleep deprivation and ill-health, and suggest we abandon it. However, it seems that many people are still in **(8)** ..... of retaining DST.

0	**A** make	**B** have	**C** get	**D** take
1	**A** regular	**B** ordinary	**C** familiar	**D** common
2	**A** backwards	**B** reverse	**C** contrary	**D** opposite
3	**A** according	**B** owing	**C** belonging	**D** referring
4	**A** set down	**B** backed up	**C** put forward	**D** worked out
5	**A** observed	**B** seen	**C** approached	**D** met
6	**A** matter	**B** point	**C** concern	**D** problem
7	**A** drawn	**B** called	**C** raised	**D** brought
8	**A** preference	**B** agreement	**C** favour	**D** approval

Language focus Talking about the past

Write one of the auxiliary verbs from the box in the first gap and an appropriate verb in the correct form in the second gap. Use each auxiliary verb once only.

did has had have have been having was ~~were~~ would

0 The phone rang just as we *were* *leaving* the house.
1 It was the first time I _____ _____ abroad.
2 _____ _____ his ambition, he promised to spend more time with his family in the future.
3 Since I've known him, he _____ _____ that suit only twice.
4 He was to _____ _____ in the final, but he was injured in a league match.
5 It has been two years since I _____ last _____ out to dinner by my partner.
6 When we were little, my dad _____ often _____ us a story at bedtime.
7 I'd like to _____ _____ a second chance, but it wasn't possible.
8 I wasn't allowed to see the film, but they _____ _____ me read the book.

Vocabulary Changes

1 Decide whether the meaning of the two verbs is more or less the same or if it is different. Explain any differences in meaning.

0 transfer money / convert money
Different. When you transfer money, you move it from one account to another. When you convert money, you change it from one currency to another.
1 adjust to university life / adapt to university life
2 adjust a piece of clothing / alter a piece of clothing
3 convert the whole top floor into a studio flat / transform our old garage into a lovely studio flat
4 change your ways / modify your behaviour
5 change your ways / change your tune
6 vary the menu / adapt the menu
7 change sides / switch sides
8 switch to the euro / convert into euros

2 Match each of the verbs in the box with the group of words (1–5) which collocate with it.

adjust convert modify switch vary

1 _____ the menu / your routine / in size
2 _____ to Islam / dollars into euros / the loft into a bedroom
3 _____ your belt / the straps on a bag / the seat on a bike
4 _____ TV channels / university courses / from dictatorship to democracy
5 _____ your language / your views / a piece of equipment

Writing Part 2 Proposal

A TV company is planning to produce a series called *The People Who Made a Difference*. They are asking viewers to send in proposals suggesting a historical figure from their country to feature in the series. In your proposal, you should briefly describe the historical figure you are suggesting, explain how they made a difference, and say why you think other viewers might find them interesting.

Write your **proposal**.

For more information on writing proposals, see page 196.

Pronunciation Consonant sounds: /tʃ/, /dʒ/, /ʃ/ and /ʒ/

1 Match the generations (1–4) to the dates (a–d) they were born. Use the infographic on the left to help you.

1	Gen X	a	1946–1964
2	iGen/Gen Z	b	1965–1980
3	Millennials	c	1981–1996
4	Baby boomers	d	1997–2012

2 Read these statements about the different generations and their buying habits, and complete each gap with a word from the box. The first one has been done for you.

change decisions ~~detached~~ issues knowledge pleasure
range research shopping socialise suggestions usually

1 Most Baby boomers are *detached* from social media. People in this age _____ are _____ very careful with money.

2 Generation X consumers are more open to _____ from online sources and will make buying _____ only after doing some _____.

3 Millennials get most of their _____ about products from social media. They will _____ with friends in a particular coffee bar because that is the place to be seen, not because the coffee there gives them more _____ than elsewhere.

4 Gen Zs are completely at ease with online _____. They are very aware of environmental _____ such as climate _____ and are influenced by good causes in marketing campaigns.

3 2.3 Listen and check your answers to Exercise 2.

4 Put the words from Exercise 2 into the correct column according to the sound they include. Some words can go in two columns. The first one has been done for you.

/tʃ/ church	/dʒ/ judge	/ʃ/ share	/ʒ/ television
detached			

5 SPEAK Work in pairs. Take it in turns to read aloud the statements in Exercise 2. How true do you think the statements are?

6 Add the following words to the table in Exercise 4.

challenge cheeky generous impartial major occasionally
patience population pushchair Russian social special

7 SPEAK Work in pairs. Take it in turns to read these tongue twisters aloud.

1 Which shirt should Churchill wear and should he change his shoes?

2 Shaun pushed his cheeky children in their special pushchair.

3 The judge is occasionally generous, and she's generally impartial and just.

4 The ageing population is a major social challenge.

5 Our Russian teacher Sasha shows no patience and she shouts.

8 SPEAK Create your own tongue twister with some of the sounds in this section. You can use words from Exercises 4 and 6, or your own.

READY FOR USE OF ENGLISH

Introduction

In the **Reading and Use of English** paper, you have 90 minutes to complete eight different tasks. In this unit, we will look at the first four tasks. We will look at Parts 5–8 on pages 61–68.

Reading and Use of English Part 1 Multiple-choice cloze

1 **SPEAK** What effects do you think noise might have on the behaviour of birds that live in towns and cities? Read the text below, ignoring the gaps, and compare your ideas.

2 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

SINGING in the city

City centres have long been **(0)** ...B... to many bird species, like the sparrow, blackbird and pigeon. However, in recent decades, noise pollution has begun to **(1)** ..... a real threat to their survival. This is because birds use song for a range of purposes, such as finding a mate and **(2)** .....of dangers in the immediate area.

Now, thanks to a number of international studies, it has **(3)** ..... to light that urban birds are adapting the volume and length of their song to combat against the noise of their urban environment. Some species have started to sing at night, rather than during the day, since noise **(4)** ..... are lower then. Furthermore, there is mounting **(5)** ..... that birds are deliberately producing more higher pitch notes as lower ones can too easily be **(6)** ..... out by traffic.

It **(7)** ..... to be seen whether these adaptations help or **(8)** ..... urban birds' chances of survival, and how they may evolve differently to rural populations of the same species.

0	A habitat	B home	C residence	D shelter
1	A set	B pose	C issue	D form
2	A warning	B announcing	C signalling	D alerting
3	A appeared	B arrived	C come	D shown
4	A levels	B heights	C amounts	D degrees
5	A proof	B support	C evidence	D belief
6	A flattened	B drowned	C balanced	D cancelled
7	A waits	B remains	C continues	D expects
8	A hinder	B deter	C obstruct	D inhibit

3 Work with a partner. Decide whether each option from Exercise 2 was correct because

a it forms part of a verb-noun collocation.

b it forms part of a set phrase or phrasal verb.

c it works grammatically e.g. with a preposition or *to/ing* forms.

Reading and Use of English Part 2 Open cloze

Don't forget!

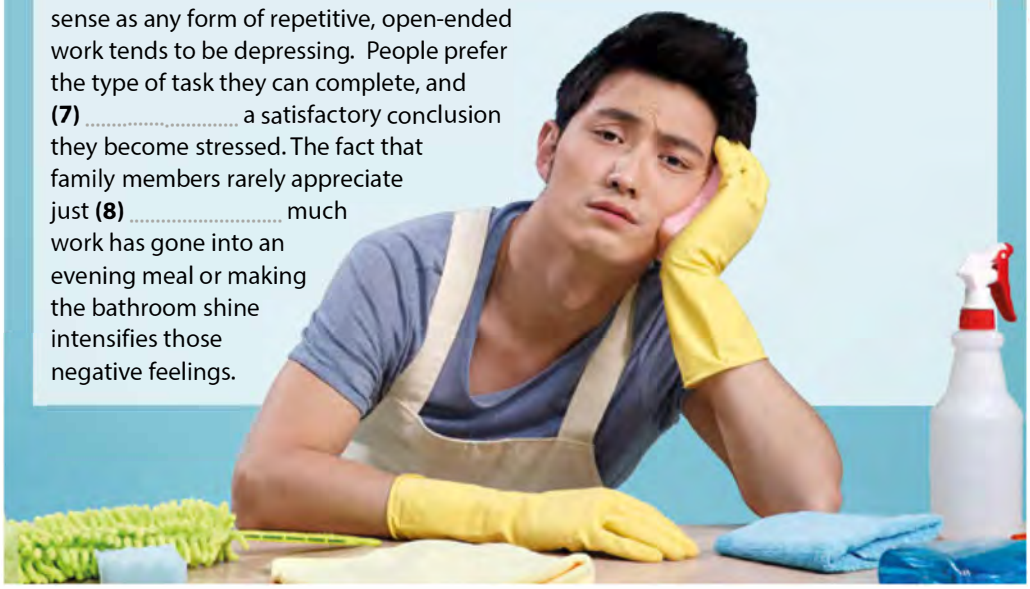
For Parts 2, 3, and 4 of the Reading and Use of English paper, write your answers in CAPITAL LETTERS when you transfer them to the answer sheet in the exam.

1 Read the following text, ignoring the gaps for the moment. According to the text, why is housework so depressing?

HOUSEWORK GETS YOU DOWN

It probably won't come **(0)** ..AS.. a surprise to learn that household chores can make us miserable. In fact, **(1)** ..... to a recent survey, when it comes to couples sharing domestic chores, women still take more responsibility for keeping things reasonably clean and tidy **(2)** ..... their male partners. And with an increasing number of women in full-time jobs, many **(3)** ..... longer have the will or the energy to keep their homes in the spotless state their grandmothers might have done. Finding themselves **(4)** ..... constant pressure, many women must wonder when the housework will end.

There is even evidence **(5)** ..... suggest that the more housework people of any gender do, the more likely they are to suffer mood swings. This **(6)** ..... sense as any form of repetitive, open-ended work tends to be depressing. People prefer the type of task they can complete, and **(7)** ..... a satisfactory conclusion they become stressed. The fact that family members rarely appreciate just **(8)** ..... much work has gone into an evening meal or making the bathroom shine intensifies those negative feelings.



2 For questions 1–8, read the text again and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Use the questions and advice in the box to help you.

How to go about it

1 _____ *to* is a two-word preposition, used for saying where information or ideas come from.
2 Read the whole sentence carefully. The clue you need is much earlier on in the sentence.
3 Look at the surrounding context. Do women still have the will or energy to do lots of housework?
4 Which preposition is often used before *pressure*?
5 Why is a relative pronoun not possible here?
6 Which common verb often collocates with *sense*?
7 Another way of writing this sentence would be *If people don't have a satisfactory conclusion, they become stressed.* What conjunction can you use in the gap instead of *don't have*?
8 Think of words that commonly go before *much*. Then use the context to confirm the right choice.

Reading and Use of English Part 3 Word formation

What to expect in the exam

Part 3 contains a text with eight gaps, each of which has to be filled with the correct form of a word given in capital letters. The missing words can be nouns, adjectives, adverbs and verbs. Sometimes the word you write will need to be in the plural, and sometimes a negative form is required. The meaning of the text surrounding the gaps will help you to decide. In the example **(0)** below, an adjective is required to go in front of and describe 'decision-making'.

1 **SPEAK** What do you know about the game Monopoly®? What do you think it can teach people?

2 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

MONOPOLY

As a young child, I had no experience of **(0)** *FINANCIAL* decision-making. Any coins I **(1)** _____ from beneath the sofa were swiftly taken off me. My mother, deaf to all of my **(2)** _____, would quickly deposit them into my piggy bank. Then, when I turned 10, I began playing Monopoly®. I didn't care that the cash was fake; in my first few games I spent it **(3)** _____ and without care. Not **(4)** _____, I quickly went bankrupt.

This, however, made me realise the value of **(5)** _____ planning, and I began to do better. Although Monopoly® always caused a loud **(6)** _____ in my family, my parents regarded it as an extremely **(7)** _____ tool. Certainly, counting the notes improved my maths skills.

Over the years, the Monopoly® board itself has **(8)** _____ few changes. Although versions like *Game of Thrones* or *Minions* are available, 'Go', 'Free Parking' and 'Jail' squares are still standard. But how will the introduction of debit cards and electronic banking devices affect players' spending decisions?

FINANCE
COVER
OBJECT

ENTHUSIASM
SURPRISE

STRATEGY

AGREE
EDUCATE

GO

3 Describe each answer in Exercise 1 using the words in the box below.

adjective adverb negative noun
plural prefix spelling verb

***(0)** 'FINANCIAL' is an adjective. It requires a spelling change to form the ending 'ial'.*

Don't forget!

Check the spelling of the words you write. No marks will be awarded for a misspelt word.

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

What to expect in the exam

- Part 4 requires you to use a range of structures to express ideas in different ways. You are tested on your knowledge of both lexis and grammar.
- The key word might be part of a collocation, a phrasal verb or a set phrase. It might relate to a particular grammar point or it could be a synonym or antonym of a word in the first sentence.
- When you complete each gap, pay attention to the correct use of verb patterns, prepositions, negatives, conjunctions and so on.
- Answer the questions in italics after each pair of sentences before you complete the task. Questions like these will not appear in the exam.

1 We don't know if the chemical can harm bees, so further testing is required to find out.

HARMFUL

Further testing is required to find out whether the chemical may _____ not.

What part of speech is 'harmful'? And what preposition does it take?

What phrase does 'whether' often form part of?

2 It is Charlotte's responsibility to ensure the contracts are signed on time.

CHARGE

Charlotte _____ sure the contracts are signed on time.

What is another way to say 'to be responsible' for something at work?

What verb often goes in front of 'sure'?

3 I think this report needed to be written more carefully.

CARE

You should _____ you wrote this report.

Is the speaker referring to past, present or future? What verb often collocates with 'care'?

4 Since the director could not speak at the awards ceremony himself, one of the actors took his place.

BEHALF

One of the actors made _____ the director at the awards ceremony.

What noun is formed from the verb 'speak'?

What two prepositions go on either side of 'behalf'?

5 You should reduce the amount of sugar in your diet if you want to stay healthy.

BACK

You had _____ the amount of sugar in your diet if you want to stay healthy.

What's another common way to say 'you should'?

What phrasal verb means 'to reduce'?

6 I regret not concentrating more on what the teacher said during my French lessons.

ATTENTION

I now wish _____ the teacher during my French lessons.

What structure comes after 'wish' to refer to a past regret?

Which verb often collocates with 'attention'?

What preposition follows 'attention'?

2 GATHERING INFORMATION

KEY LANGUAGE

Present and future conditionals
Hypothetical situations
Information and research
Adjectives

PRONUNCIATION

Sentence stress

EXAM PRACTICE

Reading and Use of English Parts 2, 3, 4 & 7
Writing Parts 1 & 2
Listening Parts 1 & 3
Speaking Parts 1 & 2

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

1 Which social media app in your country has become very popular recently? Why?
2 How do you prefer to stay in touch with your friends?
3 How much do you rely on the internet to do research for your work or studies?
4 Do you think it is a good idea to get the daily news through social media?
5 In your opinion, how important is it to find out what's happening in other countries?

3 GATHERING INFORMATION

Reading and Use of English Part 7 Gapped text

1 **SPEAK** During a typical day at work or college, in what ways do you multi-task? What kind of things distract you while you're working or studying?

2 You are going to read an article on neuroscience and technology. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

How to go about it

- First, read through the base text and identify the main points.
  For example, for this text, identify the different effects of multi-tasking through modern technology on the human brain.
- Read paragraphs A–G and underline content which seems to extend, exemplify or contrast with the main points in the base text.
  *For the text **Technology and the brain**, the content has been underlined for you.*
- After you have chosen a paragraph for each gap, check the extra paragraph does not fit anywhere.

Technology and the brain

In this era, when technology is developing at a breath-taking rate, we're constantly required to do several things at once. Here we discuss the impact of technology on our efficiency.

Thanks to modern technology, our brains are busier than ever before. We're assaulted with facts, pseudo facts and rumour, all posing as information. At the same time, we are all doing more. Thirty years ago, travel agents made airline and rail reservations, salespeople helped with choosing goods in shops, and professional secretaries and typists helped deal with correspondence.

1 _____

Neuroscientists are increasingly voicing concern, however, that this practice actually makes us demonstrably less efficient. Although people think they are expert jugglers, they're actually just switching from one task to another very rapidly. This has been found to increase the production of both adrenaline and the stress hormone cortisol, which can overstimulate your brain and cause mental fog. To make matters worse, the prefrontal cortex – an area which plays a significant part in directing focus and pursuing goals – is also attracted to novelty.

2 _____

This wasn't the case in the old days. When all phones were wired to a wall, there was no expectation of being able to reach people at all times and get an immediate response. But with smartphones, it is taken for granted that people can be contacted by text, instant messaging or email, regardless of whether they're in a meeting or desperately trying to meet the deadline for a project.

3 _____

Indeed, it turns out that the knowledge of an unread email sitting in your inbox while you're trying to concentrate on a task can reduce your effective IQ by 10 points. In other words, the sense of a backlog building up contributes to a state of information overload. Yet another problem with multi-tasking is its impact on acquiring new knowledge.

4 _____

And this isn't the end of the negative impact that multi-tasking can have on your brain. It also requires you to make an endless series of choices: Do I answer this text message or ignore it? How do I file this email? Do I continue what I'm working on now or take a break?

5 _____

This inevitably leads to poorer outcomes when we must determine the right course of action for something that has real importance. So why do we allow our concentration on priority activities to be interrupted in this way? Part of the problem is that nowadays the medium for any kind of interaction is the same. Until recently, each of the many different modes of communication we used signalled its relevance, importance and intent.

6 _____

Similarly, phone calls were typically used to transact different business from that of letters. But now emails and texts are used for all of life's messages. We compulsively check them in part because we don't know whether the next one will be for leisure or amusement, an overdue bill, a 'to do', a query ... something you can do now, later, something life-changing, something irrelevant. No wonder we are suffering from information overload!

GATHERING INFORMATION

A While these may appear trivial, it turns out that they are just as demanding on our neural resources as bigger ones. And one of the first things we lose when our brains lack energy is impulse control; something essential when it comes to making informed and logical decisions.

B Certainly you can choose to ignore these attempts to get your attention. However, findings from a recent study have shown that simply having the opportunity to multi-task is detrimental to cognitive performance.

C All of that we can now do for ourselves via our smartphones, while simultaneously keeping up with our friends, careers and favourite TV shows. Our smartphones have facilitated a 21st-century mania for cramming a lot into every spare moment of downtime; a habit we call multi-tasking.

D On the other hand there is the social expectation that an unanswered message feels insulting to the sender. It's a perfect recipe for addiction: you receive a message, and that activates your novelty centres. You respond and feel rewarded for having completed a task.

E This means that its attention can easily be hijacked by the constant influx of notifications that flood our daily lives – most of which demand some sort of action. Share this link to a video of a baby panda, answer this query from a co-worker, or complete this brief survey.

F If a loved one corresponded with you via a poem or a song, even before the message was apparent, you had a reason to assume something about the nature of the content and its emotional value. If that same loved one corresponded instead via a court document, you would have expected a different message before even reading it.

G If students, for example, study and watch TV simultaneously, the information from their schoolwork goes into the striatum. This is a region of the brain specialised for storing new procedures and skills, not facts and ideas. Without distraction, it heads to the hippocampus, where it is organised in a way that makes retrieval easier.

3 SPEAK Work in pairs. What are the writer's main concerns about modern technology and the use of smartphones? To what extent do you agree with these concerns?

Vocabulary Information and research

1 Complete the sentences with a noun and a verb from the box in the correct form.

compile determine findings hypothesis misinformation privacy prove put forward sources uncover

1 _____ _____of a recent psychological study _____ beyond doubt that women are better than men at multi-tasking.

2 Reporters should be obliged to reveal their _____ if they _____ corruption.

3 It is an invasion of _____ when government agencies _____ data on ordinary citizens by reading their emails.

4 Social media has made the spread of _____ worse, and made it harder for people to _____ the truth.

5 The _____ that scientists _____ about humans being able to travel in time one day simply isn't plausible.

2 SPEAK Discuss the statements in Exercise 1 with your partner. Which of them do you agree or disagree with? Why?

3 Turn to the Additional materials on page 204 for further practice.

Word formation Adjectives

1 **In the article 'Technology and the brain' which suffix was added to all of the following nouns to create adjectives?**

emotion___ detriment___ logic___

2 **Use the suffixes in the box to change each word below to an adjective. The same suffix is needed for all three words in each group, though spelling changes may be required.**

-able -ative -ent -ial ~~-ic~~ -less -ory -ous -y

0	allergy	*allergic*	art	*artistic*	drama	*dramatic*
1	approach		apply		believe	
2	argument		inform		provoke	
3	introduce		contradict		prepare	
4	chat		mud		rock	
5	luxury		mystery		adventure	
6	end		price		sleep	
7	persist		appear		obey	
8	manager		influence		territory	

3 **Complete the sentences with the appropriate form of the word in capitals at the end of the line. The word you need may be an adjective or an adverb. A negative affix (*un-*, *in-*, *-less*, etc) may also be needed.**

0 I don't understand how he got the job. He's far too *incompetent* to be put in charge of a school. **COMPETENCE**

1 Her work has been acclaimed for its sensitivity of style and _____ use of imagery. **IMAGINE**

2 Her performance at work was considered _____ and her contract was not renewed. **SATISFY**

3 The game becomes _____ harder as you move through the levels. **PROGRESS**

4 The assistants in Gamidges are unhelpful and _____. I shall shop elsewhere in future! **COURTESY**

5 My grandfather was extremely _____ about astronomy; the planets were his great passion. **KNOWLEDGE**

6 We strayed from the path and got _____ lost. **HOPE**

7 Although several companies made _____ losses, the market as a whole was buoyant. **SUBSTANCE**

8 The bookcase was placed _____ near the door to hide a huge crack in the wall. **STRATEGY**

Listening Part 3 Multiple choice

1 **SPEAK** Look at the photo below of Antarctica. What might the people be researching?

2 **3.1** You will hear part of an interview in which two meteorologists called Moya Cutts and David Wallace are talking about their work in Antarctica. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

What to expect in the exam

This paper always contains six multiple-choice questions about a conversation or interview between two or more speakers. The recording lasts approximately four minutes. After you hear the instructions, you have 70 seconds to read through the task.

1 What kept Moya motivated during her stay in Antarctica?
- A her wish to protect the local ecosystem
- B the desire to push her own limits
- C her appreciation of the unique scenery
- D the idea of working towards a common goal

2 When asked about the recruitment process, Moya and David both suggest
- A it is less stressful than candidates might imagine it to be.
- B it can never fully prepare candidates for the Antarctic experience.
- C it is a reliable way to evaluate the suitability of candidates.
- D it may discourage some candidates from going to Antarctica.

3 Working through long periods of winter darkness led to David
- A becoming better equipped to deal with difficult situations.
- B recognising that he was not as creative as he thought.
- C developing an awareness of things he undervalued at home.
- D becoming a better judge of other people's character.

4 In response to the question about 'returning to normal society', David reveals that
- A it was natural for him to share his thoughts.
- B it was a relief to be able to talk to other people.
- C it was hard for him to break certain habits.
- D it was overwhelming to be amongst a crowd.

5 Moya says that being in charge of the weather balloon
- A inspired her to take on some additional studies.
- B gave her a sense of belonging to a community.
- C was more of a demanding role than she expected.
- D allowed her time and opportunity for self-reflection.

6 In Moya's opinion, the use of satellites for weather observation
- A can complement a traditional approach.
- B should be limited until technology improves.
- C has reduced the need for human involvement.
- D may create public concern about weather patterns.

How to go about it

- Underline key words in the question stems. In this way, you can listen for the answer during the recording, and then match this to the closest option.
- The options paraphrase and report ideas from the recording, e.g. in 1A, *her wish to protect the local ecosystem* might be paraphrased as *I hope I can help save the local environment.*

3 **SPEAK** Would you be willing, like Moya and David, to spend months away from 'normal society'? What might affect your decision?

Should there be any kind of restriction on human access to Antarctica? Why/Why not?

Language focus Present and future conditionals

1 **Match each of the conditional sentences from the Listening task with one of the explanations a–c.**

Zero conditional: If the snowstorms are bad, you stay inside. ____

First conditional: If you look at our website later, you'll see some great photos. ____

Second conditional: If I went back, it would be for a shorter period of time. ____

a an imaginary situation in the present or future
b a possible future situation and its probable result
c a situation which is generally true

2 **Look at the following alternative structures to those used in two of the above examples. How do these changes affect the possibility of the event occurring?**

If you happen to look at my website later, you'll see some great photos.

If I were to go back, it would be for a shorter period of time.

3 **In some situations *if* can be followed by *will*, *would* or *going to* in the same clause. Match each of the functions in the box with one of the sentences 1–5, according to the idea expressed in the *if* clause.**

insistence intention ~~polite request~~ refusal result willingness

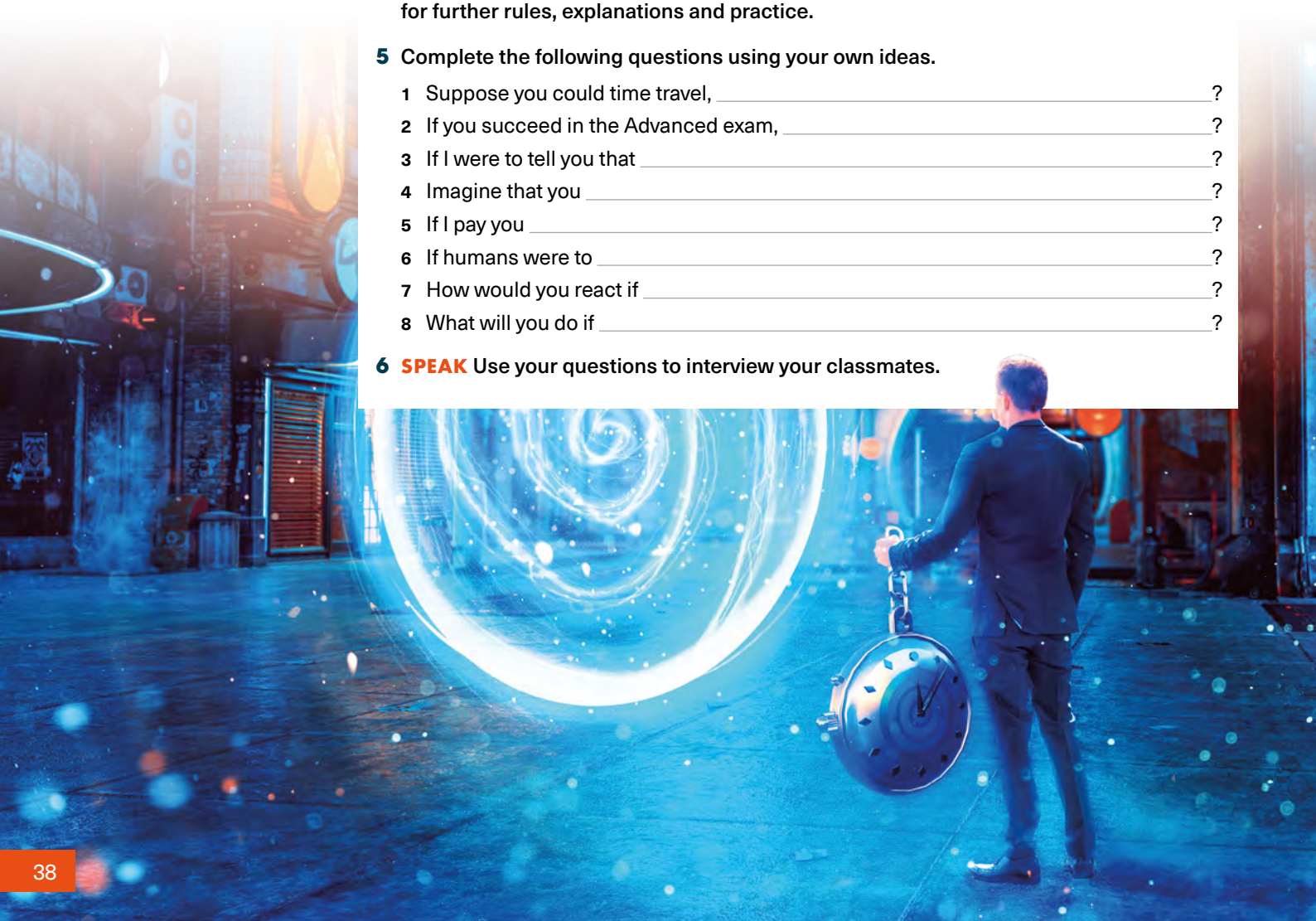
0 If you'll come this way, Ms Taylor will see you now. *polite request*
1 If you will keep eating chocolate, it's no wonder you're feeling ill! ____
2 If you won't turn your music down, we'll just have to call the police. ____
3 If it'll help you relax, I'll get you a drink or something. ____
4 If we're going to go for a walk, I think we should leave now. ____
5 If you would just let me explain, I'm sure you'd change your mind. ____

4 **Go to Ready for Grammar on page 218 to check your answers to Exercises 1–3 and for further rules, explanations and practice.**

5 **Complete the following questions using your own ideas.**

1 Suppose you could time travel, _____?
2 If you succeed in the Advanced exam, _____?
3 If I were to tell you that _____?
4 Imagine that you _____?
5 If I pay you _____?
6 If humans were to _____?
7 How would you react if _____?
8 What will you do if _____?

6 **SPEAK Use your questions to interview your classmates.**



Speaking Part 2 Long turn

1 **SPEAK** **Look at the pictures. They show people who are carrying out some research. Before you do the task below, read the *Don't forget!* and *Useful language* boxes.**

Student A: Compare **two** of the pictures and say what the people might be researching and what difficulties they might have to overcome.

Student B: When your partner has finished talking, say which research you think might be the most useful.

2 **SPEAK** **Now change roles. Go to the Additional materials on page 200 and do the Speaking Part 2 task.**

Don't forget!

Do not simply describe the photos. Use language of comparison and speculation to talk about what is happening in the photos and what the similarities and differences are.

Useful language

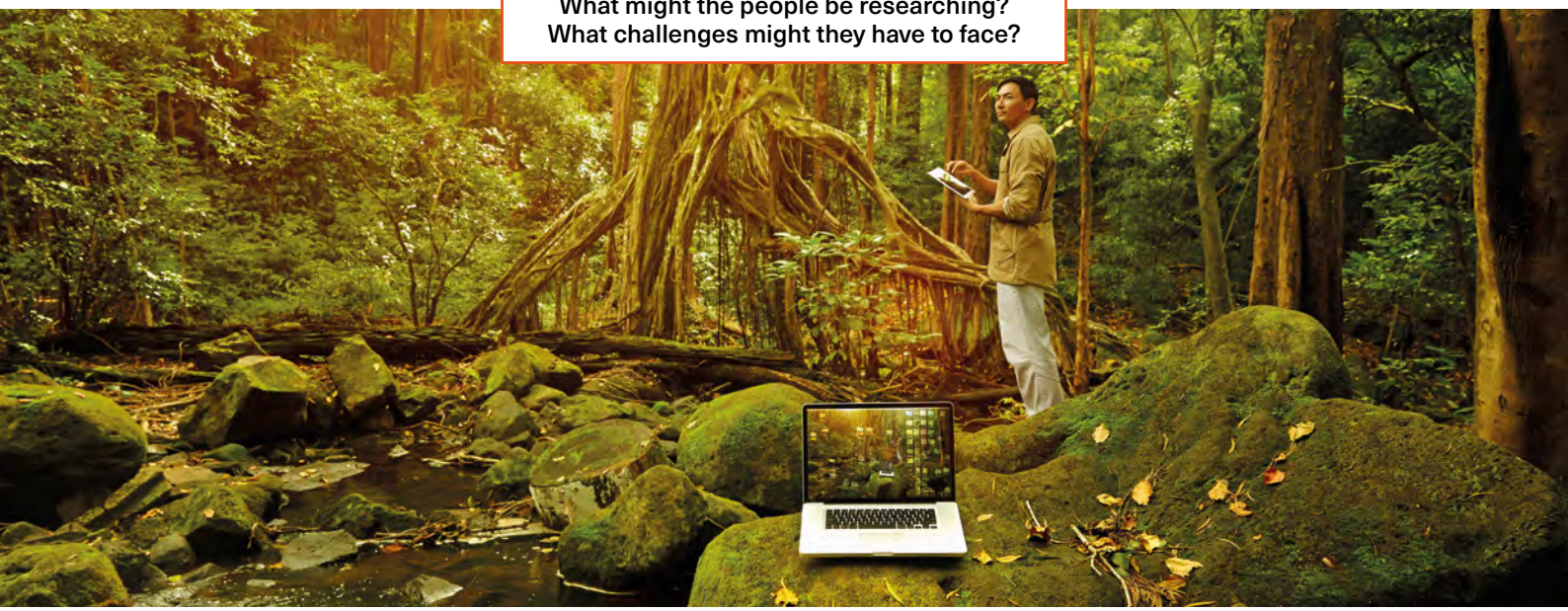
Student B

Develop your answer by giving examples of situations or reasons for your opinions.

Choose the correct alternative.

1 In *regards*/*terms* of which research I think might be the most useful, I'd say that ...
2 The *obvious*/*main* choice for the most useful research project is ...
3 The most useful research would, *no*/*without* a doubt, have to be ...
4 It's impossible to *nominate*/*determine* which research project would be most useful as ...

What might the people be researching?
What challenges might they have to face?



Listening Part 1 Multiple choice

Don't forget!

For questions like 'Both speakers feel that ...' or 'The speakers agree that ...', choose the option that paraphrases something the first *and* second speaker says.

1 **3.2** **You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

Extract One

You hear part of a radio discussion in which two writers are talking about their books.

1 How does the man feel about the last book he wrote?
- **A** relieved that it has now been completed
- **B** sorry that its scope could not be wider
- **C** uncertain that it will have wide appeal

2 The woman says that using the internet for research purposes
- **A** has generally made things easier for writers.
- **B** is a rather unreliable way of obtaining information.
- **C** merely supports traditional methods of investigation.

Extract Two

You hear two game designers talking about their work.

3 When beginning work on a new game, the first designer
- **A** confers with others in the field.
- **B** focuses mainly on character development.
- **C** decides on an overall objective first.

4 Both speakers say that the best game designers
- **A** have a wide range of interests beyond gaming.
- **B** work with their fan base constantly in mind.
- **C** experiment with multiple genres within the industry.

Extract Three

You overhear two university students talking about choices they have made.

5 The man has decided to go to Greece in order to
- **A** take some time to reflect on his career choices.
- **B** carry out some research for his university course.
- **C** take part in a project that needs volunteers.

6 What does the woman regret doing?
- **A** starting a job as soon as her studies were over
- **B** choosing a career that was not fulfilling
- **C** failing to take her studies seriously enough

2 **SPEAK** **Work in pairs. Discuss the following questions.**

1 What makes some video games better than others? What might be some future developments in the gaming industry?

2 How do you think universities might have changed in the last fifty years? Are these changes for the better or the worse?

Language focus Hypothetical situations

Wish / If only and alternatives

1 **Look at the extracts from Listening Part 1 and answer the questions.**

> *If only we'd had (the internet) when I was starting out (as a writer) ...*

1 Did the woman have the internet when she began her career as a writer? no
2 How does she feel about that?

> *I still wish I'd given myself the chance to consider something else (instead of becoming an architect).*

3 Did the woman consider doing something else other than working in architecture? no
4 How does she feel about that?

2 **Read the sentences. Then choose the correct words to complete the rules in the box.**

She'd prefer to have travelled on her own.
I'd like to have come, but I'm too busy these days.
He'd rather/sooner have seen the film by himself.

Wish / If only alternatives

If the subject is the _____ in both parts of a sentence introduced by *would prefer* or *would like*, a perfect infinitive (_____ + _____ + past participle) is used when referring to the past.

When we use *would rather* or *would sooner*, the word _____ is omitted.

Past conditionals

3 **Match each sentence beginning (1–6) with an appropriate ending (a–f).**

1 If she hadn't found his name on the internet, ____
2 Had I known it was going to rain so heavily, ____
3 If it hadn't been for her quick thinking, ____
4 If I didn't have three kids and rent to pay, ____
5 If they hadn't lost their last two matches, ____
6 If I got into trouble at school, ____

a she could have had a serious accident.
b they'd be top of the league now.
c they might never have seen each other again.
d my parents used to stop my pocket money.
e I'd have given up this job a long time ago.
f I would have taken my waterproofs.

4 **SPEAK** **Work in pairs. Compare your answers to Exercise 3 and answer the following questions.**

1 Which sentences are third conditionals?
2 Which sentences are mixed conditionals?
3 Which sentence uses the past simple to refer to past time?

5 **Go to Ready for Grammar on page 218 to check your answers to Exercises 1–4 and for further rules, explanations and practice of hypothetical past situations.**

6 **Work with a partner. Write a dialogue which includes at least three hypothetical structures. Choose one of these situations:**

- You are both in the middle of a terrible trip.
- You are both in some kind of trouble at work.
- You have organised a surprise party for a friend, but things aren't working out as you'd hoped.

7 **SPEAK** **Join with another pair and roleplay your dialogue from Exercise 6.**

Writing Part 2 Report

1 **SPEAK** **Read the Part 2 task below. Discuss the purpose of orientation week and say what you think the experience of new students might be like.**

You have just completed the orientation week of a study programme in an English-speaking country. In preparation for a meeting between new students and the programme organiser, the organiser has asked you to write a report. In your report, you should explain in what ways your experience has been positive so far, outline any issues you have had, and suggest changes for future orientation weeks.

Write your report in 220–260 words.

2 **Read the plan below. How suitable is it? Does it address all the points in the task? Discuss your ideas with a partner.**

Report plan

I chose this college because of its great reputation

Tour of campus buildings

Certainly helped to be shown around in person

Useful app too – shows you where classes are located / quickest route

Signing up for sports and social clubs

People on stalls were friendly/encouraging – provided good information

Introduction to library

Was impressed with the new technology / range of resources

Librarian gave very useful introduction – how to find online articles

Recommendations

Would be good to meet more of the staff during the first week.

Who is my student counsellor, for example?

3 **Now read a full sample answer. Discuss with your partner which of the statements about the sample answer you agree or disagree with.**

a The programme organiser is well informed, and all the content is relevant.

b The writer has omitted some information required for the task.

c The writer has extended their points by giving reasons and/or examples.

Report on orientation week

The aim of this report is to (1) outline my experience of orientation week; in particular, to (2) say in which ways it has been most beneficial. It will also (3) comment on areas which were less positive and suggest (4) steps to resolve these.

Tour of campus buildings

The tour was *e*_____ **well organised**, and we were able to see all of the main sites. This certainly made the idea of finding our way around campus less daunting. The guides were *cl*_____ **knowledgeable** and willing to answer our questions, giving us a real insight into college life. The college app was very useable and was *par*_____ **effective** in identifying classrooms and routes. However, it would have been beneficial to meet tutors and administration officers. Unfortunately, this was not part of the orientation.

Sports and social clubs

The information available at the different stalls was *tr* _____ **comprehensive**, and we were encouraged to sign up for a range of activities and clubs. There certainly seemed to be 'something for everyone'.

Introduction to the library

The technology and range of resources available left a very good impression on all of us. Furthermore, the senior librarian's talk on finding online articles was *hi*_____ **informative**.

Recommendations

Being able to meet academic staff before the course starts would be very welcome. If it were possible, I would suggest students are given the opportunity to meet tutors sometime towards the end of orientation week. Even if it weren't possible to meet them on a one-to-one basis, it would be *imm*_____ **helpful** to have a group meeting.

4 **Look at the underlined words and phrases (1–4) in the first paragraph of the sample answer. For each one, choose two words or phrases (a–h) from the box below that could be used in its place in a formal report.**

a) potential improvements 4 b) suggest which aspects have been 2 c) consider 3
d) summarise 1 e) measures that could be adopted 4 f) provide an overview of 1
g) assess 3 h) describe in which respects it has 2

5 **It is important to use a range of language in your answer. Complete the adverbs, shown in *italics* in the sample answer, which go with the adjectives in bold.**

6 **Now write your own answer to the Part 2 task in Exercise 1.**

How to go about it

Read the task carefully so you are aware of your target audience. In other words, know who you are writing for, as this will affect your choice of register.

- Make notes for each of the two or three requirements within the task. If you don't address all of them, it may affect your marks for Communicative achievement.
- Decide how you will organise your ideas into paragraphs.
- Note down any useful language you can add to your report.
- Write your report using a consistently formal style, with a heading and subheadings.

For more information on writing reports, see page 197.

3 REVIEW

Reading and Use of English Part 3 Word formation

Don't forget!

- You may need to write the negative or plural form of a word.
- Check the spelling of your answers. No marks are given for a word which is misspelt.

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Why toys can't be trusted

Smart toys now come in a **(0)** *VARIETY* of shapes and sizes. Although a top-of-the-range robot may be **(1)** _____ to people on an average wage, they can still buy toys that are able to respond in a **(2)** _____ natural way to their children's questions. The toys lack the inbuilt technology to respond **(3)** _____, but their microphones record and transmit anything a child says to a server farm for analysis by speech algorithms. From here, a suitable reply can be sent back. However, privacy activists are **(4)** _____ voicing their concerns about a range of **(5)** _____ issues.

Firstly, they point out that it is a terrible **(6)** _____ of privacy when parents can read a transcript of a recording. Secondly, they worry that manufacturers are making the recordings of children **(7)** _____ to third parties – corporations who could use the data in a way that was **(8)** _____ to them. There is also the issue of hacking. Only by making privacy preferences easier for children to activate can we reassure them that their favourite teddy isn't secretly spying on them.

VARY

AFFORD
COMPARE

DEPEND

INCREASE
CONTROVERSY
INVADE

ACCESS

ADVANTAGE

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

PICK A NUMBER

I very **(0)** *MUCH* resent having my privacy invaded, but I would never **(1)** _____ out of my way to make the lives of others difficult, **(2)** _____ if they do interrupt a semi-final of the football World Cup. **(3)** _____ was for this reason that I did not hang up as I heard the market researcher announce she was conducting a survey on behalf of my insurance company. **(4)** _____ recently received settlement for a minor road accident, I supposed I was simply somewhere on a list of computer-generated phone calls, and just happened **(5)** _____ pick up the receiver before hundreds of other insurance claimants.

I started off with good intentions and did my best to provide her **(6)** _____ answers that accurately reflected my opinion. These were to be on a scale of 1 (extremely dissatisfied) to 10 (extremely satisfied). **(7)** _____, by question number nine – 'How satisfied were you with the time it **(8)** _____ to process your claim?' – I had lost both interest and patience and resorted to calling out the numbers on the backs of players' shirts as they appeared on my television screen.

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

0 If the bank refuses to lend us money, we might have to ask your parents instead.

REQUEST

If the bank turns *DOWN OUR REQUEST FOR* a loan, we might have to ask your parents instead.

1 Having a holiday together was a mistake because we argued all the time.

NEVER

I wish ..... on holiday together because we argued all the time.

2 You were not supposed to tell anyone about my news!

SECRET

I'd rather ..... instead of telling everyone!

3 Although I wanted to quit eating sugar gradually, my doctor told me to stop immediately.

PREFER

I ..... up sugar gradually, but my doctor told me to stop immediately.

4 I would find Andy more attractive if he didn't laugh at strange things.

SENSE

If it were ..... humour, I would find Andy quite attractive.

5 If you should ever come to France, please feel free to visit us.

HAPPEN

Please feel free to visit us ..... to France.

6 The most likely reason for the scientists getting the conclusion wrong is that they were not thorough enough with their research.

PROBABLY

If their research had been more thorough, the scientists ..... to the wrong conclusion.

How to go about it

- Read both sentences and decide what information is missing in the second. How can the key word supply it?
- Be accurate. If the key word is a verb, does it take a preposition? Is it followed by a gerund or infinitive?
- If the key word is a noun, you may need to think of the verb that collocates with it.

Writing Part 1 Essay

Your class has just listened to a radio discussion on the role of libraries in society. You have made the notes below:

The role of libraries in society:

- providing learning resources
- hosting community events
- offering different classes

Some opinions expressed in the debate:

'At the library, you can access any information you need.'

'People enjoy meeting up at their local library.'

'Taking a language or an art class at the library can be fun!'

Write an essay for your tutor discussing two of the roles of libraries in society in your notes. You should explain which role is more significant, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

For more information on writing essays, see page 192.

Pronunciation Sentence stress

1 ● 3.3 Only some of the words in a sentence are stressed, as shown in 1–8. Listen and repeat the sentences, taking care to stress only those words marked with a square (▪).

1 If you'd lent me your bike, I would have got there sooner.
2 If you will keep talking, it's no wonder you can't concentrate.
3 How am I supposed to help you, if you won't answer your phone?
4 If you would just let me explain, I'm sure you would change your mind.
5 If it weren't for my savings, I wouldn't be able to survive.
6 If only it would rain; the grass in my garden is completely dry.
7 Had you been paying attention, you might have understood my instructions.
8 I wish I could've gone to the concert with you.

2 In 1–4, decide whether each sentence is True or False. Use examples from Exercise 1 to justify your answers.

1 Content words, such as nouns, main verbs, adjectives and adverbs, are usually stressed.
2 Positive forms of auxiliary verbs are never stressed.
3 Negative forms of auxiliary verbs are never stressed.
4 Other grammar words (prepositions, articles, pronouns) are not usually stressed.

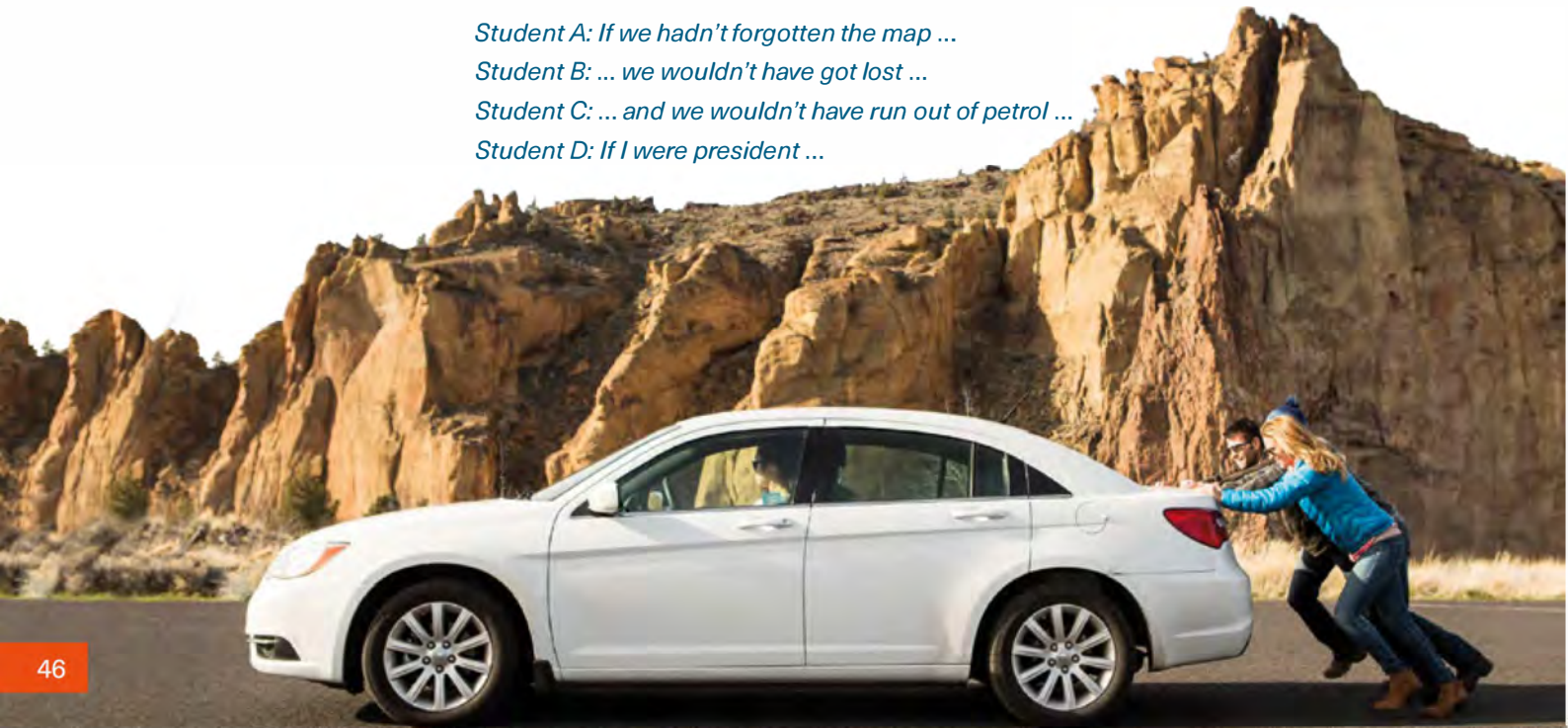
3 SPEAK Work in pairs. Complete the sentences with a word or short phrase and practise saying them with the correct pronunciation.

1 If people will follow the news all day long, it's no wonder they feel _____.
2 If smartphones had been invented a hundred years earlier, _____.
3 I wish people would stop _____. If they did, the climate might improve.
4 If only we had more information about _____; we might be able to _____.
5 If it weren't for the internet, we _____.

4 SPEAK Compare your sentences with those of another pair of students. Do you agree or disagree with each other's sentences?

5 SPEAK Chain game. Work in large groups. Take turns to say the first clause of a conditional. The other students in the group have to take turns adding second clauses to the sentence for as many times as possible. The person who cannot think of a second clause must come up with a new first clause. Remember to stress the correct words.

Student A: If we hadn't forgotten the map ...
Student B: ... we wouldn't have got lost ...
Student C: ... and we wouldn't have run out of petrol ...
Student D: If I were president ...



4

ALL IN A DAY'S WORK

KEY LANGUAGE

Gerunds and infinitives
Comparisons
Point, *use*, *purpose* and *advantage*
Body and movement idioms
Phrasal verbs

PRONUNCIATION

Intonation: rising and falling tone

EXAM PRACTICE

Reading and Use of English Parts 4 & 6
Writing Parts 1& 2
Listening Parts 2 & 4
Speaking Parts 1, 2, 3 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

1 What kind of job do you think you will do in future?
2 Do you consider yourself to be an ambitious person?
3 Do you think it is better to work for a small or large company?
4 Is it a good idea for young people to work part-time while they study?
5 How important is it for people to have a job that they enjoy?

4 ALL IN A DAY'S WORK

Vocabulary *Point, use, purpose* and *advantage*

1 **Use the words in the box to complete these statements. Change the form when needed.**

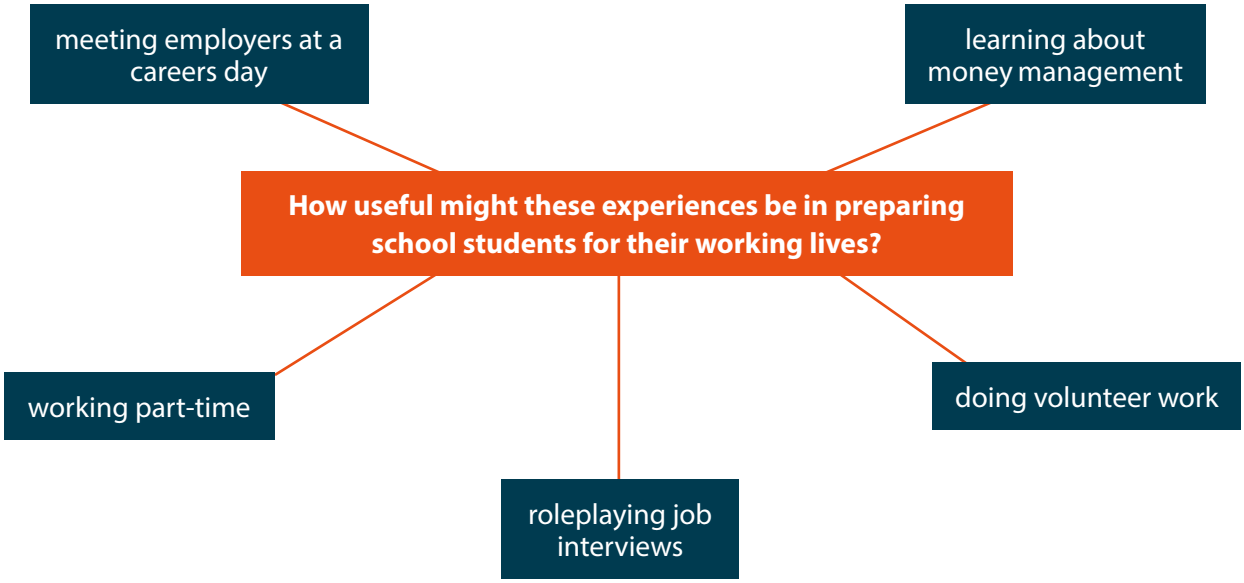
advantage purpose point use

1 **It's to your** _____ **to** make as many contacts as possible. It'll make it easier to get a job.
2 Doing an unpaid internship **seems a bit** _____ if you ask me. I'd much rather just get an entry-level paid job.
3 It's normal to start questioning your _____ **in life** when you're young – it's the reason why you're here!
4 I'm _____ **at** anything to do with finance and money management. Maths was never my strong subject.
5 Being shy definitely **puts you at a** _____ in a job interview. But it's important to make eye contact at least.
6 Companies have dress codes **for a** _____, so employees should stick to them.
7 I think anything you learn at school will eventually **come in** _____ one day.
8 **There comes a** _____ **in life when** you have to start standing on your own two feet.
9 I didn't **make** good _____ **of** my time at school. I wish I'd studied a bit harder.
10 I don't really **see the** _____ **of** learning to code as a school subject because technology is constantly changing.
11 Students should **take full** _____ **of** online business networking sites.
12 Vocational jobs such as teaching and nursing give people **a clearer sense of** _____.

2 **SPEAK** **Work in pairs. Discuss to what extent you agree or disagree with the statements in Exercise 1. Give reasons for your answers.**

Speaking Part 3 Collaborative task

1 **SPEAK** **Work in pairs. Here are some things that school students can do to help them prepare for their working lives.**


meeting employers at a careers day
learning about money management
How useful might these experiences be in preparing school students for their working lives?
working part-time
doing volunteer work
roleplaying job interviews

2 Now decide together which experience would most help a student build their self-confidence in readiness for work.

Useful language

Habitual behaviour: *It's pretty normal for 16-year-olds in my country to have part-time jobs. / I used to help out at my local animal shelter.*

Hypothetical situations: *If schools focused on money management, it would probably help some students with budgeting.*

Asking questions about the five things to discuss:

Do you think this one would be helpful at all?

What do you think students might gain from ... + ing?

3 Go to the Additional materials on page 201 and do the Speaking Part 4 task.

Listening Part 4 Multiple matching

1 SPEAK Work in pairs. What advice would you give to someone going for a job interview?

2 4.1 You will hear five short extracts in which people are talking about interviews they attended.

TASK ONE

For questions **1–5**, choose from the list (**A–H**) the advice each speaker received before attending the interview.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) the problem each speaker encountered during the interview.

While you listen you must complete both tasks.

A use body language to your advantage			**A** becoming suddenly unwell		
B arrive early for the interview	Speaker 1	1	**B** mentioning irrelevant information	Speaker 1	6
C wear clothes that are appropriate for the role	Speaker 2	2	**C** not having the right persona	Speaker 2	7
D show you have done some research	Speaker 3	3	**D** arriving late for the interview	Speaker 3	8
E avoid asking about salary early on			**E** feeling inferior to another applicant		
F practise the interview beforehand	Speaker 4	4	**F** lacking the right qualification	Speaker 4	9
G imagine the interviewer in an amusing situation	Speaker 5	5	**G** failing to answer the questions well	Speaker 5	10
H try to control your nerves			**H** being offered less pay than expected		

3 SPEAK Work in pairs. Tell your partner about an academic or job interview you have had. Say how you prepared for it, what you remember about the interview, and what the outcome was.

Language focus Gerunds and infinitives

Review

1 Match the underlined verbs in sentences 1–8 with the reasons why they are in the gerund or the infinitive (a–h).

1 The best way <u>to prepare</u> for an interview is ... ____
2 ... by <u>checking</u> out the company's website. ____
3 They can <u>see</u> you've done your homework. ____
4 You're not <u>to lean</u> back in your chair. ____
5 <u>Leaning</u> forward is what you're supposed to do. ____
6 She'd recommended these breathing exercises <u>to calm</u> me down. ____
7 She didn't exactly manage <u>to hide</u> her disappointment. ____
8 It's helpful <u>to picture</u> the interviewer in the bath. ____

a Here, the verb *to be* + infinitive is used to give an instruction.
b The verb is the subject of the sentence, so the gerund is usually used.
c This particular main verb is always followed by the infinitive.
d All prepositions take the *-ing* form of a verb.
e This is an example of the infinitive of purpose (*to = in order to*).
f Modal verbs are followed by the infinitive without *to*.
g This noun is often followed by the infinitive form.
h Clauses with *to be* + adjective are followed by the infinitive.

Nouns followed by the infinitive

2 Use the information in the informal sentence a to complete the formal sentence b with words from the box. You should use each word only once.

ability attempts determination effort tendency willingness

1 a It's very obvious that he really wants to get on in the company, and he's done a lot to get over his shyness.
b He has shown a clear _____ to make progress in the company, and he has made a great _____ to overcome his shyness.
2 a She usually thinks it's her fault if work doesn't get done on time, even though I've tried to tell her several times it's not true.
b She has a/an _____ to blame herself if deadlines are not met, despite my various _____ to persuade her otherwise.
3 a The best things about her are that she's prepared to take on new challenges and she can handle stressful situations.
b Her greatest strengths are her _____ to accept new challenges and her _____ to cope with pressure.

3 Go to Ready for Grammar on page 220 to check your answers, and for further rules, explanations and practice.

4 SPEAK Work in groups. Talk to each other about something you

- would miss being able to do if you lived abroad.
- are planning to do in the next few months.
- often forget to do.
- always have difficulty doing.

Writing Part 2 Formal email or letter

What to expect in the exam

In Part 2, you may be asked to write an email or letter. The level of formality will depend on your reason for writing and the target reader.

1 Read the Writing Part 2 instructions and the sample answer. Identify the two key task requirements, and underline parts of the email where the writer has addressed these. Then compare your ideas with a partner.

You see the following announcement from a local events centre.

VICTORIA EVENTS CENTRE

A premier events venue hosting conferences, concerts and exhibitions

We are offering places on our work experience programme next month. If you are interested in applying for a place, send us an email outlining any relevant skills and qualities you have, and explaining what you hope to gain by attending the programme.

Write your email in reply.

Re: Application for place on work experience programme

Dear Mr Hagen

I am writing to **express/discuss** my interest in a place on the work experience programme currently offered by the Victoria Events Centre.

As a young, highly motivated arts student, I regularly **support/assist** with the set-up of cultural events at my college. While this sometimes involves following the instructions of the event co-ordinator and reporting back when work is complete, I also need to **use/exploit** my initiative. Recently, for example, I was asked to design and upload a poster to advertise an exhibition of paintings. I also need to **combine/collaborate** closely with my peers in order to **negotiate/compromise** solutions for issues that arise.

I believe the experiences outlined above have not only **boosted/enhanced** my interpersonal skills, but also allowed me to **develop/build** strong organisational skills. These abilities would be very useful when dealing with the general public and **answering/responding** to enquiries at the Victoria Events Centre.

Attending a work experience programme at the centre would be a fantastic experience for two reasons. It would **provide/supply** me with a clearer insight into how large-scale events are managed. At the same time, I could learn more from the senior staff about the contemporary artists that are being exhibited.

I can assure you that I would be willing to do any task required of me. I consider myself to be conscientious, approachable, and a team player, and would **welcome/desire** the opportunity to contribute to the success of the V.E.C.

Thank you in advance for your consideration.

Regards

Irina Gramova

2 **Complete the formal underlined phrases by choosing the most appropriate word in bold.**

3 **Find examples in Irina's email of these other features that make it fairly formal.**

1 Tentative language, e.g. *I believe,* _____

2 Use of nouns instead of verbs and adjectives, e.g. *my interest*, _____

3 Use of passive, e.g. *currently offered by*, _____

4 Vocabulary, e.g. *arise* instead of 'happen', _____

4 **Either write your own answer to the task in Exercise 1 or do the task below.**

You see this announcement in an international college magazine.

VOLUNTEERS NEEDED FOR SCHOOLS

Our organisation runs volunteer programmes in different countries and we are looking for volunteers to teach English to young children in remote villages. Training is provided. You decide to apply to be a volunteer, outlining any relevant skills and experience, explaining what personal qualities you have that would make you suitable, and saying why this programme particularly appeals to you.

Write your letter.

How to go about it

Plan your letter, making sure your notes address all points in the task.

For this task, make a list of skills, experiences and personal qualities that would make you suitable as a volunteer. If necessary, you can invent these, bearing in mind the examiner is assessing you on range, accuracy of language, and effect on the target reader.

List some reasons why the programme is appealing to you, e.g. you have always enjoyed working with children, it would be a chance to experience a different culture.

You could also plan a couple of questions about the programme, e.g. location of the school, duration of the programme, what the training involves.

For more information on writing formal emails and letters, see page 194.

Reading and Use of English

Part 6 Cross-text multiple matching

1 **SPEAK** **Work in pairs. Discuss the following questions.**

1 How interested would you be in starting up your own business?
2 What would it depend on?

2 **Read the advice in the tip boxes on page 53. Then read the four texts below and do the following:**

1 Say what the central theme of the four texts is.
2 Underline the most relevant words in the questions in Exercise 3. Question 1 has been done for you.
3 Question 1 asks about 'work experience'. Find what is said about the value of 'work experience' in each text. The relevant part in A is underlined. Do the same for texts B, C and D.

WHEN IS THE **BEST TIME OF LIFE** TO SET UP A BUSINESS?

A

Eddie Weston

At what time of life should you start a business? According to statistics, the average age is 40. However, a recent report indicates that 15 per cent of tertiary level students intend to set up a company once they have graduated, and that approximately 52,000 undergraduates already run their own enterprise. These start-ups range from online gifts and fashion to games creation and AI-generated music apps.

It may sound counterintuitive, but the fact that most young entrepreneurs are a little naïve can be a good thing. If they understood the potential threats, it might scare them off. Instead, they are willing to have a go. Even if their company does not turn out to be a success, they should realise their newly acquired knowledge and practical experience will stand them in good stead for a future venture. This is why it is pointless applying for positions that do not prepare them to be their own boss. Ex 3 Q1

B

Fang Chen

It is wonderful to see the entrepreneurial spirit alive and well in young people. Start-up articles often push them in the direction of seeking a mentor – anyone with a long history of business success – but I cannot say I agree. As well-intentioned as a mentor may be, they will recommend sticking to a traditional workplace model. This may curb the enthusiasm of some young entrepreneurs, who have a different vision.

Furthermore, as business owners, young people will be responsible for things like human resources management and branding – responsibilities they are unlikely to have as recent graduates in someone else's company. For this reason, it is better to dive straight in and acquire the skills necessary to run their own business. In the event that things do not go as planned, so be it. They must recognise they are young enough to start afresh, and that it's all a process of trial and error.

C

Biren Patel

There is obvious appeal in starting up your own business; you can be your own boss, there is the potential for making a tidy profit, the freedom to make your own choices. On the other hand, there seems little advantage in seeing your company go under; it can be a costly mistake and demotivating. This is why young would-be entrepreneurs must avoid jumping in headfirst. Whether it's a job in a fast food restaurant or doing machine work in a factory, starting at the bottom will teach you the value of money, respect for co-workers and management, how to manage customers and so on. The further you work your way up, the more skills you will acquire. At the same time, listen to those in senior positions; your chances of realising your start-up dream are higher when you surround yourself with the wisdom that comes from years in the industry.

D

Sandra Giles

A typical job has little to offer the would-be entrepreneur, as it often requires an employee to repeat a limited number of tasks. In a start-up, however, a young person will, by necessity, be engaged in multiple roles per day, such as doing the accounts, enhancing product design and seeking new marketing opportunities. There is no reason, then, to waste time in regular employment. Furthermore, because the business world is largely unknown, young people tend not to be held back by fear. As such, they are more likely to take chances and succeed in getting their business off the ground. This is why people in their thirties or forties may contemplate the idea of a start-up, but do not often have the stomach for it. Working in young people's favour is their confidence and ambition, and a flexible lifestyle. It is fair to say that age will help not hinder their efforts.

What to expect in the exam

- In the exam, there are four short texts on a similar theme, each produced by a different writer – usually someone with expert knowledge or experience. Sometimes the short texts may be extracts from reviews.
- There are four questions which test your ability to understand the opinion and attitude of each writer, and to see whether these are similar or different to the other writers.

  Note that 'different' in a question means 'opposite' or 'contradictory'.

How to go about it

- Read the instructions and the title carefully.
- Read the four questions and identify the key information to focus on.
- Quickly read each of the four texts to get an idea of what each one is about.
- Read each text more carefully to locate a reference to each of the four questions.
- Identify the opinion that each writer has on each question and compare it to that of the other writers.

3 **Read the four extracts on page 52 from articles on setting up a business. For questions 1–4, choose from the extracts A–D. The extracts may be chosen more than once.**

Which expert

has a different opinion from the others on the value of work experience before setting up a business? 1 ☐

shares an opinion with A regarding the awareness of risk among some young entrepreneurs? 2 ☐

expresses a different view to C about whether the advice of older people in business is useful to young entrepreneurs? 3 ☐

takes a similar view to B on how failure ought to be viewed by young business owners? 4 ☐

4 **SPEAK** **Discuss which ideas expressed by the four writers you agree or disagree with. Give your reasons.**

Listening Part 2 Sentence completion

1 **SPEAK** **Work in pairs. Discuss the following questions.**

1 What qualities and skills do you think an apprentice chef would need?

2 What might be the most difficult and rewarding aspects of their job?

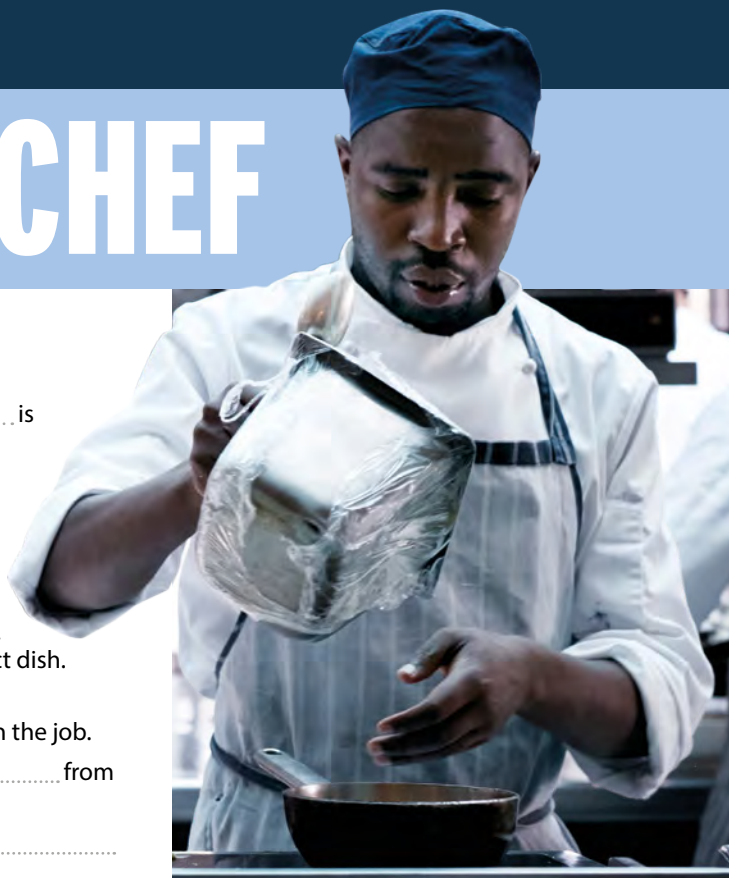
2 **4.2** **You will hear a head chef called Alex Christakis giving a talk on training to be an apprentice chef. For questions 1–8, complete the sentences with a word or short phrase.**

How to go about it

- Read through all the questions and predict the type of information required before listening.
- Underline key words before or after each gap. Think how these might be paraphrased in the recording.
- Be aware that you will hear distractors for most gaps – words or phrases the speaker uses, and which seem to fit the gap. However, they do not complete the sentence in a way that reflects the speaker's intention or purpose.

  For example, for Question 1, Alex talks about receiving 'supervision', and 'supervision' does collocate with 'under constant'. But Alex actually explains that apprentices are not always supervised. Therefore 'supervision' is a distractor.

TRAINING AS AN APPRENTICE CHEF



Alex explains it is normal for apprentices to be under constant **(1)** ..... in a kitchen.

According to Alex, being a **(2)** ..... is a key quality for all chefs starting out.

By their fourth week of training, Alex's apprentices must be able to prepare a simple **(3)** ..... .

Alex says that the best apprentices pay attention to **(4)** ..... as they cook.

Alex uses the phrase **(5)** ..... to show what apprentices must develop to keep producing a perfect dish.

In Alex's experience, apprentices really miss having a **(6)** ..... after three months in the job.

Alex regrets not recording **(7)** ..... from his early years as a chef.

Alex is glad that there are many **(8)** ..... for young chefs nowadays.

Vocabulary Body and movement idioms

1 Complete the idioms by choosing the correct word.

1 Thanks for **covering my** *back* / *neck* / *shoulder*! I'll never make that mistake again!
2 You've got some great ideas, but **you need to** *crawl* / *walk* / *step* **before you can run**.
3 **You'll** *hit* / *pat* / *kick* **yourself** if you don't take that opportunity!
4 The course is tough, but you just need to **get your** *eyes* / *head* / *nose* **down** and finish it.
5 I don't know if I'd **have the** *mind* / *stomach* / *heart* **for** doing that kind of work! Too risky!
6 Could you *keep* / *have* / *give* **an eye on** Eric? I'm not sure that we should trust him on his own yet.
7 We need to move around a couple of desks. Could you **lend a** *hand* / *back* / *shoulder*?
8 Check your facts first – don't just *run* / *fly* / *leap* **in** and make a fool of yourself.

2 Check your answers to Exercise 1 in the Audioscript on page 242.

3 Match the following definitions (a–h) to the idioms (1–8) in Exercise 1.

a to be very annoyed because you have made a mistake, missed an opportunity, etc
b to start doing something in a very enthusiastic way
c to take action to protect yourself or someone else against criticism, blame, or legal problems 1
d to have enough determination to do something unpleasant or dangerous
e to watch or look after someone or something
f to learn the basics before trying to do something more advanced
g to help with an action or enterprise
h to concentrate on the task you are currently doing

4 Choose four of the idioms from Exercise 1 to write advice to someone starting university or a new job.

5 SPEAK Work in pairs. Compare your sentences with your partner. Do you agree with each other's advice?

Language focus Comparisons

1 **Complete these extracts from the Listening with one word for each gap.**

1 There are **now** more media opportunities _____ **ever before**.
2 _____ **of the** hard**est** things for them to give up is their social life.
3 _____ **sooner** a chef realises this, _____ **better**.
4 It takes time; it's **not** _____ instinctive _____ you might think.

2 **Check your answers to Exercise 1 in the Audioscript on page 242.**

3 **Many words and phrases can be used to qualify comparisons. Choose the correct alternative in the following sentences.**

1 Flexible working hours are often *a great deal* / *a large amount* / *a high number* less important than a decent salary.
2 My brother works *a lot of* / *by far* / *far* more hours than is good for him.
3 This report contains *just* / *near* / *same* as many errors as the previous version.
4 I would only earn *slightly* / *little* / *bit* less in that part-time job than in my full-time one.
5 It's *more* / *much* / *very* wiser to hire someone with experience.

4 **Complete the sentences with *as* or *like*.**

1 Walking into the staff kitchen I noticed there was a strong odour, _____ the smell of milk that has gone off.
2 _____ a safety measure, please ensure that the machines are not left unattended.
3 They seemed _____ normal customers but, in fact, they were food health inspectors.

5 **Complete the sentences with *so* or *such*.**

1 It's not quite _____ a large project as I expected.
2 I'd never worked for _____ inspiring a person before.
3 The conference wasn't _____ well attended as we thought it would be.

6 **What do you notice about the types of words which follow *so* and *such*?**

7 **Complete the sentences with a word from the box to form other expressions used for comparisons.**

as better close like long much near

1 She enjoyed a challenge, and **if** the problem was complex, then **so much the** _____.
2 John was **nothing** _____ **as** difficult as I'd been told and his work **nowhere** _____ **as** bad.
3 I was rather disappointed by the new logo, _____ **were** my co-directors.
4 The pay will be very _____ **the same** no matter where you start out.
5 This is the best candidate we've interviewed, **by a** _____ **way**.
6 Tania's speech was best, but Jayne's **came a** _____ **second**.

8 **Go to Ready for Grammar on page 222 to check your answers to Exercises 3–7, and for further rules, explanations and practice.**

9 **Choose three of the following topics. Make brief notes for each pair, thinking how you could compare them. Use some language from Exercises 1–7.**

- two restaurants you have eaten in
- two of your national or regional dishes
- two places you have been to on holiday
- two film actors
- two jobs you have done
- two pets you have had

10 **SPEAK Work in pairs. Take turns with your partner, explaining and asking about your chosen topics.**

Speaking Part 2 Long turn

1 **Look at these pictures. They show people experiencing stress at work.**

Student A: Compare **two** of the pictures, and say what might be causing the stress, and how the people might try to deal with it.

Student B: When your partner has finished talking, say in which situation the stress is likely to be worse.

Useful language

Comparative forms

Grammatical structures: e.g. adj + *er* + *than*, *as* + adj + *as*

Expressions: e.g. *by a long way*, *by far*, *a great deal more*

Giving yourself time to think

OK, I think I'll start with this photo. It looks quite intriguing/amusing/unusual.

So if I have to talk about [question paraphrase], I think these two photos have a few things in common.

2 **Now change roles. Go to the Additional materials on page 201 and do the Speaking Part 2 task.**

What might be causing these people stress? How might the people try to deal with it?

4 REVIEW

Vocabulary Phrasal verbs

Complete the phrasal verbs from the Listening tasks in the unit, using the correct form of a word from the box.

catch check come cover cut let pay put see start talk turn

1 _____ **out** the company's website to see where the head office is located.
2 I would be honest and not try to _____ **up** your mistake.
3 A good interviewer will _____ right **through** anyone exaggerating their experience.
4 Lucy was _____ **into** giving a farewell speech – she hates that kind of thing.
5 I'm not _____ **out for** hiring and firing people. It's too stressful.
6 It's the long commute that _____ me **off** applying for that job.
7 At the interview, it _____ **out** that they wanted me to manage the whole team.
8 It's going to take ages to _____ **off** such a large bank loan.
9 Paul was claiming expenses for meetings that didn't happen, but he was eventually _____ **out.**
10 The pressure never _____ **up** in this office, I'm afraid.
11 To be an effective manager, what it all _____ **down to** is delegation.
12 When I was first _____ **out**, I had no idea how rewarding the job would be.

Reading and Use of English Part 4 Key word transformation

Don't forget!
- Do not change the word given in capital letters.
- Write between three and six words.

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. There is an example at the beginning (0). Write your answer in CAPITAL LETTERS.

0 The man is armed and you should not approach him under any circumstances.
ACCOUNT
The man is armed and *ON NO ACCOUNT SHOULD* you approach him.

1 In the past, the commute to work was longer than now.
LONG
The commute to work does not _____ used to.

2 I've never had another project that has interested me as much as this one.
MOST
This project is by _____ I've ever had.

3 The crisis has affected business so much that we may have to close down the company.
IMPACT
The crisis has _____ business that we may have to close down the company.

4 Kristian remained optimistic despite things not going to plan during the meeting.
GO
Kristian remained optimistic even _____ planned during the meeting.

5 Many companies don't make the most of their marketing opportunities.
ADVANTAGE
Many companies fail _____ their marketing opportunities.

6 I had expected the interview to be much worse than it actually was.
BAD
The interview was actually nowhere _____ I had expected.

Language focus Gerunds and infinitives

For 1–8, complete each of the gaps with the correct form of the verb in brackets.

1 I really don't feel at all like _____ (*go*) out tonight, so it's no use _____ (*try*) _____ (*get*) me _____ (*go*) clubbing with you.

2 As soon as I stopped _____ (*eat*) meat, I started _____ (*try out*) loads of new recipes.

3 I couldn't help _____ (*notice*) you were wearing some beautiful suede boots. I hope you don't mind me _____ (*ask*), but how much were they?

4 I'll try _____ (*not keep*) you for too long. I wouldn't like you _____ (*think*) I was wasting your time.

5 We really do appreciate you _____ (*give*) up your valuable time _____ (*come*) and _____ (*talk*) to us today, Mr Wilson.

6 I distinctly remember Steve _____ (*agree*) _____ (*help*) us with the move today. He either forgot _____ (*set*) his alarm, or he's found something better _____ (*do*).

7 The police made several unsuccessful attempts _____(*enter*) the building, and even firefighters had difficulty _____ (*cut*) through the thick metal door.

8 He advised me _____ (*claim*) compensation for unfair dismissal, but he suggested _____ (*seek*) legal advice first.

Writing Part 1 Essay

Your class has just watched an online discussion on the benefits of students taking a part-time job while they are studying. You have made the notes below:

Benefits of students taking a part-time job while studying

- earning money
- receiving practical experience
- developing self-confidence

Some opinions expressed in the discussion:

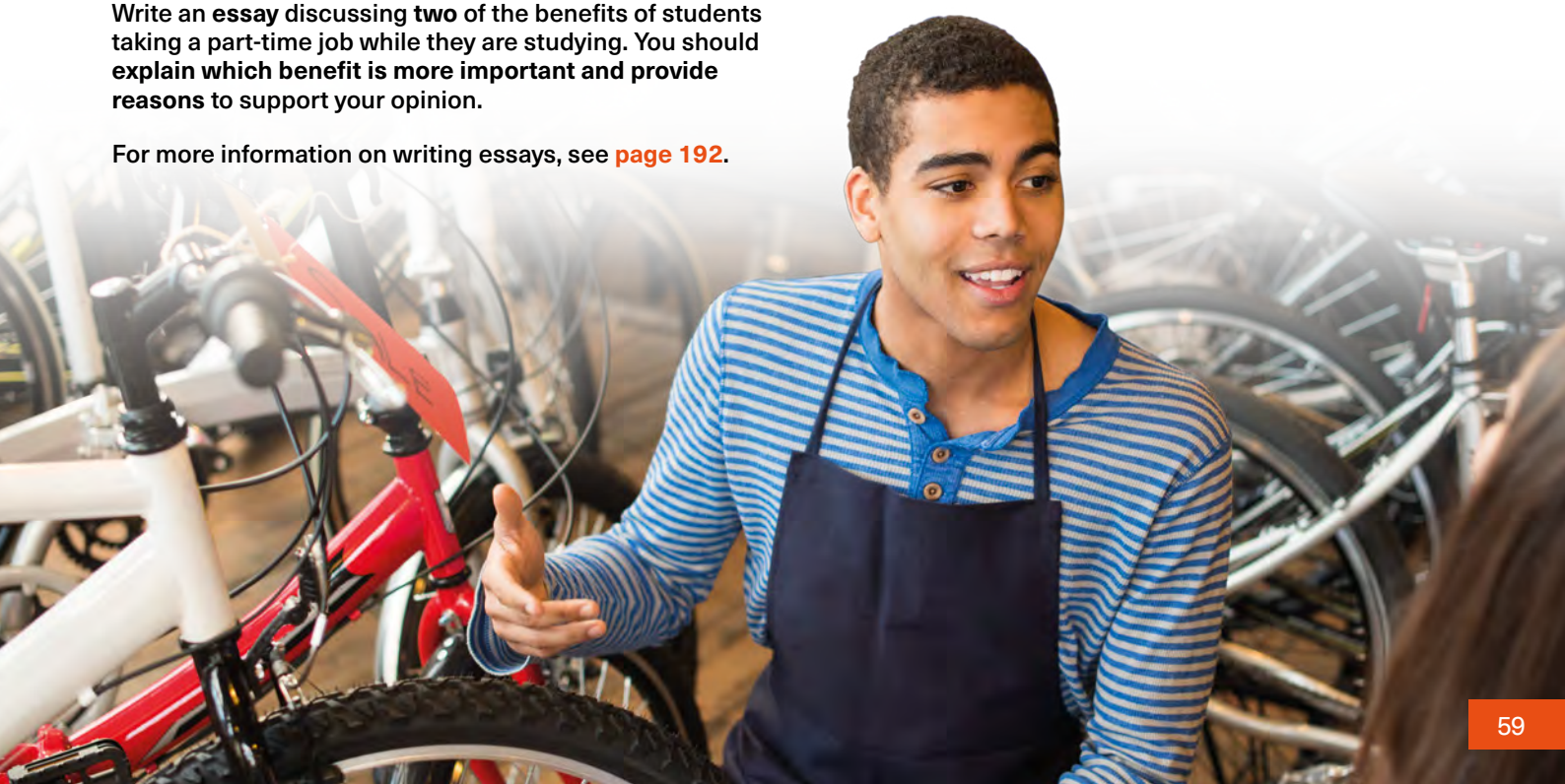
'Many students need the extra money when they're at college.'

'Students can get useful training in a part-time job.'

'Some jobs might make you feel less confident.'

Write an essay discussing two of the benefits of students taking a part-time job while they are studying. You should explain which benefit is more important and provide reasons to support your opinion.

For more information on writing essays, see page 192.



Pronunciation Intonation: rising and falling tone

1 4.3 Listen to two students doing the collaborative speaking task from page 48. The arrows indicate whether the speaker uses a rising or a falling tone. When do the speakers use:

a rising tones? b falling tones?

A: It's fairly normal for teenagers to have part-time jobs in my country. They either work in shops, supermarkets, cafés or restaurants. It's very good training.

B: Hmm, I can see that it might be good preparation for later, **but** it can have a negative effect on studies.

A: Not really. I work in a shop at weekends and **although** it can be a bit distracting, I've never failed a single subject.

B: Well, in my country it's unusual for students to do paid work. We have to study really long hours, do lots of homework and we have loads of exams. I couldn't imagine doing a part-time job.

2 Complete this information about intonation by choosing the correct alternative. Use the dialogue in Exercise 1 to help you.

Intonation: rising and falling tone

We often use a *rising* / *falling* tone at the end of a clause or sentence to show we want to keep speaking. When we want to signal that we have finished, we use a *rising* / *falling* tone.

When we are giving a list, our tone tends to *rise* / *fall* on each item until we reach the last one, where it usually *rises* / *falls*.

When we are contrasting two ideas, there is a *rising* / *falling* tone on the word or phrase which contains **information the speaker and listener share** (e.g. *it might be good preparation for later*) and a *rising* / *falling* tone on the word or phrase containing **new information introduced by the speaker** (e.g. *it can have a negative effect on studies*).

3 In 1–5, use arrows to indicate where the tone rises and where it falls.

1 He came home from work, grabbed a bite to eat, got changed and left.
2 I agree it's a good job, but it's just not what I want to do for the rest of my life.
3 Even though we're not related, I still think of you as my brother.
4 During my gap year, I travelled round Europe, worked on a farm in Peru and spent three weeks on a beach in Thailand.
5 We may not always see eye to eye, but I value your opinion above anyone else's.

4 4.4 Listen and check your answers. Practise reading the sentences aloud.

5 SPEAK Work in pairs. Take turns to choose a card. Speak in favour of one of the two options on the card, listing three or four ideas to support your view. Your partner will then speak in favour of the other option, also listing ideas to support their view. Develop the discussion, using sentences with *but* and *although* where appropriate.

Going to university OR Starting work straight after school	Working from home OR Working in a large office
Working in a multinational company OR Working in a small, local business	Having a well-paid but boring job OR Having a low-paid interesting job

READY FOR READING

Introduction

This section focuses on techniques and approaches you should adopt in **Reading and Use of English Parts 5–8.**

Reading and Use of English Part 5 Multiple choice

1 SPEAK Quickly read the article about researchers looking for signs of alien life. Does the article persuade you that aliens might exist? Why/Why not?

FIRST CONTACT

Scientists have been listening for extraterrestrial transmissions since the 1960s, but all they have picked up is static. There are a lot of stars and, by inference, lots of planets, on which aliens could evolve. So why hasn't one had the courtesy to make itself known to us? It is a good question, one originally posed by the Italian physicist Enrico Fermi, one of the founders of quantum physics. If intelligent life is common in the universe, we should have been contacted long ago, he argued. After all, Earth is relatively young in astronomical terms, while alien civilisations elsewhere in the universe have had billions of years to rise, establish themselves and make themselves known to humanity. 'So where are they?' asked Fermi. **(1)** This is Fermi's paradox, and one which scientists, despite all their efforts, still struggle to resolve.

Much of their problem lies with the basic make-up of our galaxy. The Milky Way is an unremarkable group of stars, in a not very special part of the cosmos **(2)** that contains a hundred billion stars – a promising enough number if seeking the odd intelligent alien, you might have thought. However, most of these stars are going to be too big, too short-lived, too hot or too cold to support planets that might sustain intelligent beings. Thus the hunt to find the homes of clever extraterrestrials becomes less of a steady systematic search and more of a hunt for a planetary needle in a galactic haystack.

And there are other reasons why our galaxy is not alive with the sound of extraterrestrial twitter. From the perspective of US astronomers Peter D Ward and Donald Brownlee, Earth turns out to be prime galactic real estate. First, our sun is a highly stable star unaffected by wild fluctuations in radiation output. Furthermore, our solar system is situated in a safe suburban part of the galaxy, undisturbed by close neighbouring stars that could dislodge comets hovering at the edges of most solar systems. For good measure, our world is further blessed in having a relatively large moon which helped stabilise Earth's rotation, preventing wild climactic swings. In other words, say these scientists, the primitive slime that evolved on Earth was blessed with conditions that allowed it, eventually, to evolve into the only intelligent creatures known to science: ourselves. So, while alien life may be commonplace on other planets, a hostile environment may mean that only single-cell forms can be supported there.

Or it could be that extraterrestrial civilisations are ten a penny in our galaxy but doomed from the start. Aliens may simply be like us: just smart enough to invent technology but not clever enough to control it. Thus they may be wiping themselves out round the galaxy almost as fast as they develop technology, an argument put forward by the evolutionary expert Stephen Jay Gould. 'Perhaps any society that could build technology for such interplanetary travel must first pass through a period of potential destruction where technological capacity outstrips social or moral restraint. Perhaps no, or very few, societies can ever emerge intact from such a crucial episode.'

(5) Such arguments are rejected by other astronomers, however. These scientists have argued that absence of evidence is very different from evidence of alien absence. For a start, says Seth Shostak, chief astronomer for the Search for Extra Terrestrial Intelligence (SETI), alien hunting has been hindered – until recently – by a lack of equipment and resources. Governments have consistently refused to finance SETI programmes, and so its practitioners have had to borrow time on astronomical radio telescopes, usually for only a few days at a time. 'It's like trying to do medical research when you have to go next door to borrow a microscope for a couple of hours at most,' adds Shostak. However, SETI scientists are now building their own telescopes, a classic example being the Allen Array, funded through an $11.5m donation from Paul Allen, co-founder of Microsoft®. 'When we do get a signal, we will follow its source very carefully across the sky as the Earth rotates,' says Shostak. 'Then we will ask other observatories to check it out, and if they back us, we will simply announce the existence of a message from E.T.'

However, the biology of aliens themselves is virtually unguessable. An alien could be of almost any size or shape imaginable, though most scientists believe he or she (or it) is likely to be a carbon-based being like ourselves, from a world like ours, that is rich in water; the matrix of life. Indeed, the process of biological convergence, which produces similar species from organisms with very different evolutionary origins, makes it plausible that aliens will be very similar to us, not just in design but in behaviour. **(6)** For the latter, we don't have a great record, having wiped out countless other species. So if aliens do call, it may be best not to pick up the receiver.

What to expect in the exam

- In Part 5, the questions follow the same order as the information in the text, although the final question may test understanding of the text as a whole.
- The questions may test detail, but they also focus heavily on your understanding of attitude, opinion, purpose, tone and implication. They may also test text organisation features, such as comparison and exemplification.

  Each highlighted section in the article on page 61 expresses an idea which might cause you to choose the wrong option for the question in brackets. As you answer questions 1, 2, 5 and 6, match the highlighted section to the distractor. Say why it is the wrong answer.

2 Read *First contact* again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text. Underline the parts of the text which help you make your choices.

1 The writer refers to physicist Enrico Fermi in order to
- A refute any claims that alien life forms have visited Earth.
- B highlight the nature of the challenge facing researchers.
- C show how alien life would be too remote to ever identify.
- D exemplify the kind of disputes arising between researchers.

2 When talking about the Milky Way, the writer puts forward the view that
- A the chances of finding alien life in our particular galaxy are minimal.
- B other galaxies have more potential to produce life than ours does.
- C the sheer number of stars that exist mean that alien life must also exist.
- D researchers should rethink their approach to exploring space for aliens.

3 In the third paragraph the writer draws a contrast between
- A conditions which will generate new life forms and those that will not.
- B the views held by certain people in space research and others in the field.
- C the way that life has developed on our planet and how it might develop on others.
- D beliefs that people held about the solar system in the past and in the present.

4 The writer uses the quote from Stephen Jay Gould to
- A highlight a flaw in a theory.
- B illustrate a particular point.
- C challenge majority opinion.
- D cast doubt on a previous argument.

5 What are we told about astronomer Seth Shostak?
- A He believes that proof of alien life may not have been recognised by scientists.
- B He resents having to compete with other researchers for financial support.
- C He is sceptical about the claims of other astronomers searching for alien existence.
- D He has been frustrated by government attitude towards his area of research.

6 In the final paragraph, the writer suggests that aliens
- A may find human behaviour aggressive.
- B could be wary of making contact with humans.
- C may share certain characteristics with humans.
- D will be superior in some aspects to humans.

3 Part 5 questions may include a verb + noun collocation, as in question 2 above: *puts forward the view*. Go to the Additional materials on page 202 and do the exercise.

Reading and Use of English

Part 6 Cross-text multiple matching

What to expect in the exam

- Part 6 consists of four short texts by different writers on a similar theme followed by four multiple-matching questions.
- The task requires you to read all four texts very carefully so that you can recognise the opinions and attitudes of each individual writer and see how these compare to the views of the other three.

1 **SPEAK** Work in pairs. The theme of the four texts on page 64 is the Vikings. What do you already know about this group of people?

2 Read the texts quickly. Were any of your ideas from Exercise 1 mentioned by the authors?

3 Before doing the task read the information in the box below.

How to go about it

- Read the rubric, the title and any subheading carefully to identify the central theme of the four texts.
- Read the four questions to identify the key information to focus on.
  aspects of the Viking legacy *common modern beliefs about Viking lifestyles*
  assessment of archaeological evidence *the extent of Viking exploration*
- Quickly read the four texts to get an idea of what each one is about.
- Read each text more carefully to locate a reference to each of the four questions.
- *To help you for question 1, the references to the Viking legacy in each text have been underlined. (There is no such underlining in the exam.)*
- Identify the opinion that each writer has on each question and compare it to that of the other writers. At this stage, you could look for:
  - adjectives or verbs which indicate whether the writer's attitude is positive or negative: *clichéd images*, *must be dismissed*
  - phrases or conjunctions which indicate the writer's support or disregard for particular ideas: *In fact* (A), *Despite* (B), *indeed* (B), *It is thanks to* (C).

4 You are going to read four extracts from articles in which experts discuss the Vikings. For questions 1–4, choose from the authors A–D. The authors may be chosen more than once.

THE VIKINGS

A The idea of war-like Vikings, sailing in constant search of villages to loot and burn, gained widespread popularity in the 18th century. It is, however, an idea that does them no justice and must be dismissed. Unfortunately, myths surrounding the Vikings have acquired such power that certain modern historians have been unable to resist turning assertion into fact, attributing purposes to relics for which there is no support, and imposing their interpretations of ritual when there is no reliable record. What has to be recognised above all else is the Vikings' technological ability in boatbuilding and navigation, to which seafaring nations owe a debt of gratitude whether they realise it or not. On our own journey of discovery, we must stick with the facts, in particular when it comes to the limits of Viking territory. Reaching North America was a triumph of sailing know-how, courage and ambition. To imagine that they went further is, at best, wishful thinking.

B The Vikings were one of the world's greatest seafaring peoples, whose adventures and exploits have become legendary, and who must be singled out because of their enormous influence on boatbuilding and navigation skills, even down to the present day. Their history stretches from the late 8th century to the mid 11th, and within this time the sight of their longships evoked terror in the hearts of all that fled before them. Here, we will be considering the stories of these Scandinavians and what they mean to us. We will examine the growing evidence which suggests that the achievements of these mariners were greater than is currently recognised, and that indeed, they went beyond North America and Asia and reached the Australian continent long before other European explorers. Despite the refusal of many scholars to even consider this proposition, the proof is there, as we shall see in the coming chapter.

C It is thanks to the perseverance of modern archaeologists at excavation sites, and the painstaking interpretation of written sources by fellow academics in the field, that our clichéd images of the Vikings as mere thieves can be dispelled. This is vital if we are to admire these peoples for what they truly were: master boatbuilders whose technological know-how was a turning point for ship design and construction in Europe. They were able not only to sail around the coastlines of Europe and North Africa but to reach distant Asia and North America. Some researchers have claimed evidence of Viking migration further afield, but this remains contentious speculation. Part of the problem facing Viking researchers is the lack of hard evidence: Vikings often cremated their warriors and heroes, along with their weapons and navigational instruments. Furthermore, these early Scandinavian peoples were illiterate, and thus left no record of their own.

D What would it be like to sight a fleet of Viking longships making silent progress up the river towards your settlement? Ironically, it was not the Vikings that recorded their own fighting prowess, but the people they attacked, often Christian scholars writing in Latin, and perhaps centuries later as the stories grew with each telling. In this work, I hope to present a view of the Vikings based on unbiased investigation of original artefacts and objective interpretation of excavation sites. I choose such adjectives because the process of Viking research has not always been conducted in these ways. Even now, the current contention that the Vikings beat the Europeans to Australia shows how keen some Viking 'authorities' are to promote their own theories regardless of the truth. While the Vikings' seafaring techniques cannot be underestimated, it is their contribution to language and artistry that has, to my mind, made the greater and more enduring impression on our European culture.

Which expert

has a different opinion from the others on which aspect of the Viking legacy is most significant? 1 ☐

shares A's opinion on common modern beliefs about Viking lifestyles? 2 ☐

takes a similar view to D on the way previous archaeological evidence has been assessed? 3 ☐

expresses a different view from the others on the extent of Viking exploration? 4 ☐

Reading and Use of English Part 7 Gapped text

What to expect in the exam

Part 7 consists of a text from which six paragraphs have been removed and placed in random order after the text. You decide which paragraph fits best in each gap in the text.

1 **SPEAK** Work in pairs. Read the heading and subheading of the article below. How would pupils benefit from being *brave, resilient and kind*?

2 Read the article (ignoring the questions in *italics*). Are any of your ideas from Exercise 1 mentioned?

BETTER PEOPLE MAKE BETTER STUDENTS

Hilary Wilce explains the importance of teaching pupils to be brave, resilient and kind.

Character matters. In fact, it matters more than anything else when it comes to doing well in school – and life. Yet parents and schools are actively preventing children from developing their inner resources, either by being too neglectful, or by never allowing them to fail.

1 _____

⬆ Read the missing paragraphs to identify anything 'its' and 'it' might refer to.

But its main concern is with poor children. It looks at why so many educational interventions fail to help disadvantaged students do better, and demonstrates that it is things like perseverance and determination that ultimately help children succeed. This old-fashioned notion would have been common once but appears to have vanished from the modern world.

2 _____

⬆ Look at the first sentence below. In the missing paragraph above, will the writer be expressing a positive or a negative reaction?

This was not because I disagreed with its thesis but because I was deep into researching what seemed at first glance to be the same subject. US social affairs reporter Paul Tough had produced *How Children Succeed: Grit, Curiosity and the Hidden Power of Character*. The working title of my book was *Backbone: What Children Need, Aren't Getting and How to Give it Back to Them*.

In the paragraph above, the writer uses the phrase 'at first glance'. What does this phrase usually indicate? How do writers or texts usually continue after using this phrase? ⬇

3 _____

Drawing on neuroscience, economics, psychology and child development, Tough shows how qualities such as self-mastery and optimism are what make children succeed, and how, in the light of this, good parenting and character-based schooling can make all the difference. It's a persuasive argument, and for anyone involved in creating educational policy, it should be forced reading, so they can see how playing around with school structures can never, by itself, help pupils do better.

4 _____

⬆ In the paragraph below, is the writer talking about 'Backbone' (her own book) or 'How Children Succeed' (Paul Tough's book)? How do you know?

On the way, it looks at the research showing how children are becoming more self-absorbed and less able to deal with setbacks, and outlines how this in turn is making them less equipped to work with others and bounce back from disappointments. All this sprang out of the growing unease I felt as I spent time in schools. As a journalist, I was usually there to write about 'development' in education – a revamped curriculum, or inventive method of teaching – yet it seemed to me that pupils' attitudes were too often sabotaging the very things designed to help them. And not, alas, in any exhilaratingly rebellious way.

5 _____

⬆ Who might 'one' and 'another' be referring to in the paragraph below? How do you know?

One said each new intake of students seemed less willing to share or even hang their own coats on their own pegs. Another complained about the staggering sense of entitlement many pupils now demonstrated – if he gave them poor marks for a piece of work, they felt it was never because they could have done better, but only because he was 'picking on' them. (And often, he said, their parents agreed.)

6 _____

⬆ What do you understand by the phrases 'tomorrow's adults' and 'to draw on personal resources' in the paragraph below? (These are likely to be referred to in some way in the missing paragraph above.)

All this matters desperately because in a competitive world, tomorrow's adults will have to draw deeply on their personal resources to navigate life's constant changes. A good life demands courage, resilience, honesty and kindness. This is the true spine of success, without which we are all jellyfish. And since no-one wants their child to be a jellyfish, our prime job as parents – and teachers – has to be to help our children build the backbone they need.

3 Read the article again. For each gap, carefully read the paragraphs on either side, together with the questions in *italics*. Look for pronouns, synonyms or paraphrases that may refer back or forwards to objects, people, events or ideas mentioned in the previous or next paragraph.

How to go about it

Part 7 tests your understanding of text structure. Therefore, it is important to carefully read through the gapped text to get a sense of how ideas or an argument is developed.

4 Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

A Rather, children seemed distracted, or else worryingly devoted to getting things 'right'. And when I started to ask teachers about this, I released a tsunami of anxiety about the everyday behaviour they were seeing in school.

B Reaction to both these publications was diverse, and it wasn't just parents who responded. And while they had much in common, there was one aspect of his research that seemed dubious to me.

C But when I got over myself and settled down to read his work, I realised we were approaching the same important territory from different angles. His is a brilliantly readable account of the growing evidence that inner resources count more than any amount of extra teaching when it comes to overcoming educational disadvantage.

D Meanwhile, universities were raising the alarm about how today's 'satnav' students seemed less able to think for themselves. A toxic combination of teaching to the test at school and parents hovering over their lives was starting to mean that even those headed for the most prestigious universities were helpless when they first had to fend for themselves.

E This is the message of a new education book that has been topping the best-seller charts in the US. It has caused great debate by pointing out that over-attentive parenting is associated with rising rates of anxiety and failure among the young generation.

F My book, by contrast, is being written specifically for parents to show what strength of character consists of. It identifies six key values that, when knitted together, give a person deep-rooted focus, integrity and resilience, and suggests an outline for encouraging children to grow the 'backbone' of these qualities.

G But, as this book shows, character is badly in need of a comeback, and some pioneering schools are already starting to put it at the heart of their curriculum. It's a timely message, yet last summer, when the book was first published, it had me grinding my teeth in fury.

Reading and Use of English Part 8 Multiple matching

What to expect in the exam

- Part 8 consists of a set of questions for which you have to find the relevant information in one of several short texts, or in one of the sections of a long text.
- The task requires you to scan the text in order to find the specific information you need. It is **not** necessary to read every word in the text to complete the task.

1 Read through *The art of biography* on page 68 to get a general idea of its content. What is the writer's attitude to biography at the beginning of the text? And by the end?

2 Read the article again. For questions 1–10, choose from the sections (A–D). The sections may be chosen more than once.

How to go about it

- Underline key words in the statements before you read the text(s). One of these has been done for you.
- Scan each text, looking for information which matches that contained in the statements.

  The first statement for text A is Question 2 and the key words are underlined, and the relevant section in the text has been underlined. For the other statements, underline and label the relevant section, as in the example for Question 2.
- If there are any statements you have not matched, scan the texts again looking for the information you need.

In which section are the following mentioned?

a biography being based around items that would have been meaningful to the book's subject 1 ☐

Hughes' confession that she was once reluctant to reveal the nature of her job 2 ☐

Hughes' admission that she had been wrong about the state of biography as a genre 3 ☐

the possible reaction of readers today towards biographies they consider oversize 4 ☐

the advantage of skimming over less interesting parts of a subject's life 5 ☐

the view that the traditional structure of a biography does not accurately reflect reality 6 ☐

the skill required to produce a biographical-type book that features multiple subjects 7 ☐

the stimulus a biographer's subject required before finding their true vocation 8 ☐

a specific event being used as the focal point in a biography that deals with wider issues 9 ☐

Hughes' contempt for a trend she thought she had detected 10 ☐

The art of BIOGRAPHY

What is the future for this literary genre, asks Kathryn Hughes

A A few years ago, I wrote a piece in which I declared that biography, if not quite dead, was in very poor condition. I was concerned that for far too long, publishers had been churning out inferior versions of Amanda Foreman's excellent *Georgiana, Duchess of Devonshire*, which had deservedly been a hit. The endless imitation *Georgianas*, however, showed all the tendencies that the critic Janet Malcolm has identified as the mark of so much biographical writing: a sense that, as long as the facts are there, it doesn't matter how badly or baldly they are set out. The biographies Malcolm had in her sights were written in leaden prose and entailed a marathon trudge from cradle to grave. I hesitated before telling people I was a biographer: it felt tantamount to admitting that I was a journalist incapable of original thought. (2)

B But it turns out that biography wasn't in terminal decline after all. It was more that I hadn't been looking for it hard enough or in quite the right places. Last weekend, the University of East Anglia hosted a conference at which the masters of biography took its pulse and made the cheering diagnosis that it is, in fact, in good health. What has happened, these expert practitioners explained, is that biography has changed its shape. This shift has emerged from a growing sense that biography as it used to be done was not getting us close to the experience it was trying to describe. We all know that life isn't actually comprised of a stately march through the decades in which loose ends, false trails and those periods where nothing much happens are tidied away out of sight. Mostly our lives feel shapeless, coming into focus only when a particular occasion makes us feel, for a few minutes at least, fully ourselves.

C One new approach to biography employs the presenting of something small to tell a bigger story. Frances Wilson demonstrated how effective this can be in *How to Survive the Titanic*. She focuses on the moment when J Bruce Ismay, the ship's owner, jumped into a lifeboat while other first-class men allowed women and children to take the available spaces. Pressing hard on Ismay's split-second decision to leap to safety, Wilson tells a story not just about one man's lost honour, but about a layered drama of class, nationality and technological modernity. Another approach is to organise your narrative around objects that carried a particular emotional charge for the person you are writing about. In *The Real Jane Austen*, for instance, biographer Paula Byrne pulls out an East Indian shawl and a carriage that figured in both Austen's personal experience and her fiction, and weaves a new narrative around them. Amanda Foreman uses yet another approach in her latest book. In *A World on Fire*, she tells the story of the American Civil War by using scores of micro-biographies. Dealing with all these characters demonstrates her extraordinary degree of technical ability. While in a classic single-subject biography it's clear where you need to go next, in group biography you are required, like a circus performer, to keep many plates spinning while making it all look effortless.

D Other biographers have realised that their subject's non-eventful schooling or the long holidays by the sea can be compressed into a few terse paragraphs so they can spend more time on the bits that matter. It is an approach showcased brilliantly by Matthew Hollis. In *Now All Roads Lead to France*, Hollis concentrates on the defining moment when the Anglo-Welsh writer Edward Thomas gave up his unfulfilling journalistic career in favour of the poetry he had never quite got round to making. Under the pressure of the looming war, Thomas finally became the kind of writer he was meant to be, producing poetry that would change the music of the English language forever. It would be disingenuous to claim that these new ways of telling lives are entirely driven by intellectual concerns. The pressures are commercial, too. People also have shorter attention spans, which means that those doorstop biographies of 400 pages can start to seem like a looming threat rather than a delicious promise. But more and more interesting books are being published which deal with the lives of others. They may not announce themselves as 'biographies', but that doesn't mean they aren't.

3 In Part 8, nouns or noun phrases may appear in questions 1–10, such as *the writer's confession that* or *the view that* in the reading task above. Adjectives might also be used to indicate opinion or attitude. Go to the **Additional materials** on **page 204** and do the exercise.

5

GETTING ON

KEY LANGUAGE

Reference, substitution and ellipsis
Relative clauses
Verb + noun collocations
Relationships

PRONUNCIATION

Contrastive stress

EXAM PRACTICE

Reading and Use of English Parts 1, 2 & 8
Writing Part 2
Listening Parts 1 & 3
Speaking Parts 1, 2, 3 & 4

Work with a partner. Discuss the questions.

1 Who do you get on best with in your family?
2 Is there a time when your whole family likes to get together?
3 Are you the kind of person who likes meeting new people?
4 Is it better to have a few close friends or a wide circle of acquaintances?
5 How important do you think it is to meet up with friends in person?

5 GETTING ON

Speaking Part 2 Long turn

Don't forget!

- Use language for comparing and speculating.
- Keep talking until the examiner says *Thank you.*

1 **Look at pictures 1–3. They show people trying to solve a problem.**

Student A: Compare **two** of the pictures and say what the problem might be, and how easy it might be for the people to find a solution.

Student B: When your partner has finished talking, say which of these problems you think would be hardest to solve.

2 **Now change roles. Go to the Additional materials on page 205 and do the Speaking Part 2 task.**

What might the problem be?
How easy might it be for the people to find a solution?

1

2

3

Listening Part 3 Multiple choice

How to go about it

- After you hear the instructions for the task, you have 70 seconds to quickly read through the questions and the options.
- One effective approach is to use the 70 seconds to concentrate and underline key words in the question stems. In this way, you can listen for the answer during the recording, and then match this to the closest option.
- You can confirm you have chosen the correct option when you hear the recording for a second time.

1 **5.1** **You will hear an interview in which two film makers called Simon Bridges and Megan Ward are discussing their work on a series of documentary films. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.**

1 Simon puts the continuing popularity of the series down to the way it
   - **A** combines scientific analysis and social commentary.
   - **B** brings back memories of viewers' own childhoods.
   - **C** manages to capture the drama of ordinary life.
   - **D** conveys a positive message about overcoming difficulties.

2 Simon says that he chose children to appear in the series according to
   - **A** the social background they came from.
   - **B** their likely appeal to a television audience.
   - **C** their ability to express themselves.
   - **D** their confidence in front of a camera.

3 Looking back at the first film in the series, Simon regrets
   - **A** not preparing the children to deal with sudden fame.
   - **B** not arranging for the children to interact with each other.
   - **C** not giving all the children an equal amount of attention.
   - **D** not inviting the children's parents to also take part.

4 Through her experience as camera operator, Megan has concluded that
   - **A** it is impossible to predict how life will turn out.
   - **B** it is upbringing that determines a person's fate.
   - **C** it is likely that personality will change over time.
   - **D** it is understandable that people are afraid of change.

5 What does Megan say about her relationship with the participants today?
   - **A** She is sorry she has caused some of them distress.
   - **B** She accepts they may still feel resentful towards her.
   - **C** She appreciates the trust they have placed in her.
   - **D** She is surprised they continue to keep in touch with her.

6 Simon and Megan both feel that they work well together because they
   - **A** regard each other's contribution as equally valuable.
   - **B** speak frankly when they disagree on something.
   - **C** avoid unnecessary conflict over minor issues.
   - **D** respect the limits of their individual roles.

2 **SPEAK** **Work in small groups. Discuss the following questions.**

1 Have you ever seen a documentary like the one discussed in Exercise 1?

2 Would you be interested in appearing in a documentary that tracks the developments in people's lives every five years? Why/Why not? What might it depend upon?

Reading and Use of English Part 8 Multiple matching

1 **SPEAK** Why do young siblings sometimes argue with one another? Why do their arguments sometimes continue into adulthood?

Don't forget!

- Quickly read the questions to get a general idea of the information you need to find.
- Then read each section carefully and find the questions that relate to it.

2 You are going to read an article about sibling rivalry. For questions 1–10, choose from the sections (A–D). The sections may be chosen more than once.

In which section are the following mentioned?

a contrast in personality being one reason for two siblings' poor relationship 1 ☐
the writer's concern about the future relationship between his own children 2 ☐
a shared ambition causing intense feelings of competition between siblings 3 ☐
family conflict being seen and presented as something normal in society 4 ☐
the reasons why a pair of brothers are making the effort to avoid arguments 5 ☐
the emotional benefit the writer gained by having physical distance from his brother 6 ☐
how a sense of injustice among very young children can lead to feelings of dislike 7 ☐
the writer's admission that he hated being responsible for his brother's well-being 8 ☐
the certainty that the writer and his brother will never make peace with one another 9 ☐
how some siblings may feel less capable of continuing their rivalry in old age 10 ☐

3 **SPEAK** What advice would you give to the writer of *Sibling rivalry: When brothers fall out*? Should he attempt to 'bury the hatchet' with his brother or not?

Vocabulary Verb + noun collocations

1 Find the following nouns in the questions and article. Write them in your vocabulary notebook, together with the verb used with them.

arguments (*questions*) peace (*questions*) differences (*A*) ceasefire (*B*) ground (*C*)

2 Find the following phrasal verbs in the article. Record them in your notebook, together with any nouns that go with them.

build up (*A*) spark off (*B*) give up on (*C*) move out (*D*) fall out (*D*)

3 **SPEAK** Work in pairs. Discuss the meaning of the phrasal verbs in Exercise 2 using the context to help you.

SIBLING RIVALRY:

WHEN BROTHERS FALL OUT

Nick Duerden and his brother stopped speaking 10 years ago. Heartbreaking? Or perfectly normal sibling rivalry?

In the full decade since I last saw my brother, he has had children, changed jobs and grown a sizeable beard – according to my grandmother. In the meantime, I have progressed throughout the course of my own adult life, though he, like me, wouldn't know this directly but rather second-hand, our respective lives separated by the Atlantic Ocean and the resentment that has built up between us. I think I can now confidently predict that there is zero chance of us ever resolving our differences. While this is an admittedly regrettable state of affairs, it isn't a particularly unusual one. Sibling rivalry is as old as the hills, and you need only glance at weekday morning talk shows to be reminded that fighting amongst brothers, sisters and the parents who they blame, if not quite compulsory, then is certainly expected of us all.

A recent story in *Psychology Today* suggests that more than a third of us have a very strained relationship with our brothers or sisters as adults, and that any hope of us declaring a long-term ceasefire tends to arrive only in our declining years, when all the fight has finally deserted us. But what sparks it all off? The overriding factor, it seems, is that the arrival of a younger sibling often brings with it a brand new sensation for the elder: hatred. This is, after all, the point at which we, the senior, our power over our parents suddenly stolen, learn that life isn't fair after all. And if we are then subsequently treated differently by our parents, however unwittingly, that hatred can be expected to run deep.

Jonathan Self, the older brother of the writer Will, knows the feeling well. 'Will was actually incredibly loyal to me throughout childhood,' he begins, 'but, yes, there was an awful lot of rivalry between us.' He explains that his parents considered their younger son a genius by the age of three, and that they prized intellect above all else. If their rivalry continued into adulthood, it was largely because both had their hearts set on a writing career. But Will was by far the better writer, prompting Jonathan to eventually turn to the world of business.

Today they enjoy a mostly harmonious relationship, specifically Jonathan suggests, because of their children. 'We know that it really upsets them if he and I fight, and so we don't, mostly. If they see us not getting on, it is effectively like saying it's OK to give up on your brother. And neither of us wants that,' says Jonathan. My own experiences differ from the Selfs' not only because there were, sadly, no such flashes of brilliance within my family, but also because my brother and I were poles apart, so comprehensively different in character and temperament that we rarely found common ground. We both hoped that things would improve as we got older, but they didn't. I know now that all he really wanted from me was friendship, but as the older sibling, friendship was then the last thing I needed from him. Summer holidays were the worst. Because my working mother had to leave us children home alone – as did all the parents of all my friends – the days dragged on forever. She pleaded with me to keep an eye on him, and begged me to keep him out of mischief. He was a burden I fiercely resented.

I finally turned eighteen, meaning that with a newly acquired driving licence and a job, I was able to move out. This breathing space from one another brought the pair of us an overwhelming sense of relief. But then, over the years, our relationship completely fractured. Every so often we would, for my mother's sake, all meet up for a restaurant meal. At best, we had nothing to say to one another; at worst, there were all manner of disagreements to enter into, and so we did. The last time we saw one another, it almost came to physical blows. A decade on, I worry that I shall pass these miserably dysfunctional behavioural patterns down to my two daughters, something I desperately want to avoid. I would be distraught if they ever fell out, when it is clear to me at least that there is so much in both of them to like and to love.

Language focus Reference, substitution and ellipsis

Review

1 **Find the following sentences in *Sibling rivalry: When brothers fall out* and decide what the words in bold refer to.**

1 While **this** is an admittedly regrettable state of affairs, it isn't a particularly unusual one.
2 there were, sadly, no **such** flashes of brilliance within my family
3 friendship was **then** the last thing I needed from him.
4 **as did** all the parents of all my friends

Substitution

2 **Words such as *as did* in Exercise 1 are often called 'substitute words'; they avoid repetition of words and phrases. Underline the correct substitute word in these sentences.**

0 She can't sing and *so* / *not* / *nor* / *never* can I.
1 A Do you think the weather will clear up by tomorrow?
B I certainly hope *it* / *this* / *so* / *will*.
2 Can you lend me your helmet? If *yes* / *so* / *not* / *no*, don't worry – I'll borrow Omar's.
3 Elaine wants to go to the beach, and I *want* / *go* / *am* / *do*, too.
4 My last birthday it was orange trousers; this year she gave me these yellow *pair* / *ones* / *types* / *colour*!
5 Students passing the exam will automatically go into the next level. All *those* / *these* / *them* / *ones* that fail will have to repeat this *same* / *such* / *one* / *also*.
6 Suddenly, Brenda appeared. *Such* / *Then* / *When* / *This* was the moment he had been waiting for.

Ellipsis

3 **Sometimes, to avoid repetition, it is enough to simply omit a word or words. This is called ellipsis. Which word has been omitted from these sentences?**

1 ... it really upsets them if he and I fight, and so we don't [_____], mostly.
2 She pleaded with me to keep an eye on him, and [_____] begged me to keep him out of mischief.

4 **Go to Ready for Grammar on page 224 for further rules, explanations and practice.**

5 **Complete the dialogues with one or two words.**

1 **A:** I **prefer** cats **to** dogs.
B: So _____.
2 **A:** I'**ve never** ridden a motorbike.
B: Neither _____.
3 **A:** **Is** Thom com**ing** to your party?
B: He's so annoying. I hope _____.
4 **A:** **Is that** your dad calling you?
B: It might _____.
5 **A:** **You know that** Anya borrow**ed** your earphones, right?
B: Yes, but she shouldn't _____.
6 **A:** **I love** thrash metal.
B: I _____ too, but it's a bit loud for me now.

6 **SPEAK** **Use the words in bold in Exercise 5 to make your own statements. Your partner should then respond with their own opinion.**

'I prefer the new Star Wars films to the old ones.'
'Really? I don't. The new ones don't have any interesting characters.'

Vocabulary Relationships

1 **Complete the sentences with a verb from the box in the correct form. In each pair of sentences, the same verb is required.**

get have keep look put take turn

1 a Jada and my father _____ **on like a house on fire**; she loves going to see him.

b The noise from the neighbours is beginning to _____ **on my nerves**. I'm going to complain if it doesn't stop soon.

2 a His negative attitude has _____ **a great strain on** our relationship. I'm seriously thinking of leaving him.

b It was just a joke – I wasn't trying to _____ **you down**. I'd never deliberately set out to make anyone feel stupid.

3 a The maths teacher _____ **it in for me**; she was always giving me extra homework or keeping me behind after school.

b They _____ **a** fairly **rocky relationship** at first, but they're talking of getting married now.

4 a They set up in partnership in 2015, but **the relationship** _____ **sour** when Jim's risky investments seriously jeopardised the business.

b When her father returned after nine years' absence, Marta did not have the heart to _____ **her back on him**.

5 a She'd always approved of his girlfriends before, but she never really _____ **to** Ana.

b Ana _____ **an instant dislike to** his mother, but she did her best to hide it.

6 a He's well liked, and a lot of the younger members of staff _____ **up to him** as a role model.

b I used to _____ **down on** art students at university, but now they're probably all earning far more than me.

7 a He _____ **himself to himself** on the holiday, eating alone and opting out of the organised excursions.

b I left over ten years ago, but I've managed to _____ **in touch with** some of my former colleagues.

2 **Look at the expressions in bold in Exercise 1 and decide whether each one has a negative or a positive meaning.**

3 **SPEAK** **Work in small groups. Choose three of the expressions in Exercise 1 and use them to talk about your own relationships, past or present.**

*My cousin used to really **get on my nerves**. He was always phoning me up or coming to see me. He never gave me a moment's peace. Things are fine now – he went abroad to live, so I just get the occasional email.*

Listening Part 1 Multiple choice

1 **5.2** **You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

Don't forget!

Each option (**A**, **B** and **C**) relates to something the speaker mentions, but only one option reflects exactly what they say.

Extract One

You hear part of an interview with an actress called Miriam Landers talking about the director of a play she is in.

1 How does Miriam feel about acting in her new play?

- **A** She is nervous about the first night of the production.
- **B** She feels certain her performance will be convincing.
- **C** She is concerned that it will leave her feeling very tired.

2 What does Miriam say about her relationship with the director, Malcolm Rush?

- **A** He makes all the important decisions.
- **B** He always finds something to criticise.
- **C** He is prepared to listen to her suggestions.

Extract Two

You hear two university students discussing the presentations they are working on.

3 What do both speakers say about their recent experience of groupwork?

- **A** It was very productive.
- **B** It resulted in conflict.
- **C** It took up too much time.

4 What does the woman find most challenging about her section of the presentation?

- **A** stating her own opinion
- **B** overcoming her lack of interest
- **C** finding sufficient source material

Extract Three

You hear part of an interview with a professional rally driver.

5 What is worrying the driver about his next rally?

- **A** He will be racing against a tough rival.
- **B** He could lose control if the weather is bad.
- **C** He may have to withdraw due to mechanical issues.

6 What does he say about his co-driver, Scott?

- **A** He's responsible for keeping everything calm.
- **B** People do not appreciate how much he does.
- **C** It tends to be his fault if accidents occur.

2 **SPEAK** **Work in small groups.**

In what kind of situations have you had to work collaboratively with a partner or team?

How easy do you find it to comment on other people's performance or ideas?

How do you feel about receiving comments on your own ideas or performance?

Language focus Relative clauses

1 Complete the sentences from the Listening on page 76 with a relative pronoun from the box. If a relative pronoun is not necessary, leave the gap blank. Each of the words can be used more than once.

which who whom

a It's Scott _____ has the map and the notes.

b Are you at all anxious, or is opening night an occasion _____ no longer bothers you?

c You don't just learn the part – you live it, _____ for me, at least, takes away any fear ...

d There are young actors, some of _____ I've worked with in fact, that have painted Malcolm as a dictator.

e ... your new play, _____ opens next week, is a black comedy ...

f I volunteered to research this company's employment policies – even though employment law isn't an area _____ I'm familiar with.

2 Check your answers to Exercise 1 in the Audioscript on page 243.

3 Look again at the sentences in Exercise 1 and answer the questions.

1 What or who do each of the relative pronouns in a–e refer to?

2 Why are commas used before the relative pronoun in c, d and e but not in a or b?

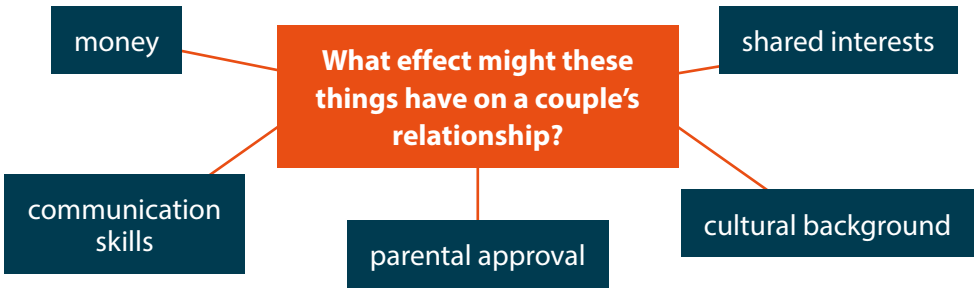
3 Which of the relative pronouns could be replaced by *that*?

4 Which relative pronoun is omitted from f? Why can we leave it out of this sentence but not the others?

4 Go to Ready for Grammar on page 223 for further rules, explanations and practice.

Speaking Part 3 Collaborative task

1 SPEAK Work in pairs. Here are some things that can affect a couple's relationship. Talk to each other about what effect these things might have on a couple's relationship.



2 Now decide which of these things is the most vital for achieving success in a relationship.

3 Go to the Additional materials on page 203 and do the Speaking Part 4 task.

Writing Part 2 Proposal

What to expect in the exam

- In Part 2 of the Writing paper, you might have the opportunity to write a proposal. You may be asked to suggest ways to improve morale at work, amenities in your local town, self-study facilities for students at your college, and so on.
- To do this task well, you need to think about your target reader: either the person/people who asked you to write the proposal, or the group assessing your proposal. You will need to write in a way that persuades your target reader that your ideas and suggestions are worth considering.

1 **Read the following Part 2 task and the model answer. Does the answer address all aspects of the task?**

> Your company has problems with some employees not working well with each other and needs to improve relations between them. You have been asked by your manager to propose ways in which relations can be improved.
>
> Your proposal should say which employees are not working well together, outline possible reasons for their poor relationships and suggest ways to improve relations.

Write your **proposal** in **220–260** words.

PROPOSAL:

IMPROVING STAFF RELATIONS AT I-TECH

INTRODUCTION

Over the last few months there has been tension between members of staff in the company. This has had a negative effect on productivity.

NEW STAFF

Four employees have recently transferred to our branch from the city branch. However, some long-term employees at this branch have complained that their new colleagues have not been doing their job properly and ill feeling has resulted from this. I have carried out some informal interviews and I suspect that they are simply not familiar with our particular systems.

I suggest that we have a training day for all the new staff, preferably as soon as possible. I recommend this be led by Daniel Barnes as he has organised training sessions before and has a good rapport with the new group.

STAFF WITH FAMILY COMMITMENTS

We have a number of employees with young families. This sometimes means that an employee needs to leave work early if their child becomes ill. However, some staff members without children are unhappy with this situation.

I propose that we create a clearer policy about taking time off for family commitments. We should indicate how staff can make up any hours they have lost; for instance, by working from home or extending their hours on another day. In this way, other employees will know that the company is not discriminating against anyone.

CONCLUSION

I feel that the current problems we are experiencing with staff relations can be resolved, providing new staff receive the necessary training, and that all staff perceive that their workmates are fulfilling the terms of their contract.

2 Clear organisation and appropriate paragraphing are essential features of all *Advanced* writing task types. As with reports, a relevant title and paragraph headings are also useful for proposals.

Which of these two possible plans does the proposal follow?

	A	B
First paragraph	Introduction: general background	Introduction: general background
Central paragraphs	• reason for one problem • reason for second problem • suggestion • suggestion	• reason for one problem • suggestion • reason for second problem • suggestion
Final paragraph	concluding positive comment	concluding positive comment

3 To obtain a high mark in the *Advanced* examination, you need to use a wide range of relevant vocabulary and structures.

Complete the table below with language from the model answer which is relevant to a work situation.

Activities/verbs	People	Other
transfer (to/from a branch/ place)	*members of staff*	*productivity*

4 The model answer above is written for someone in a senior position, so a formal style is appropriate and will have a positive effect on the target reader.

a Which formal language is used to make suggestions in the model?

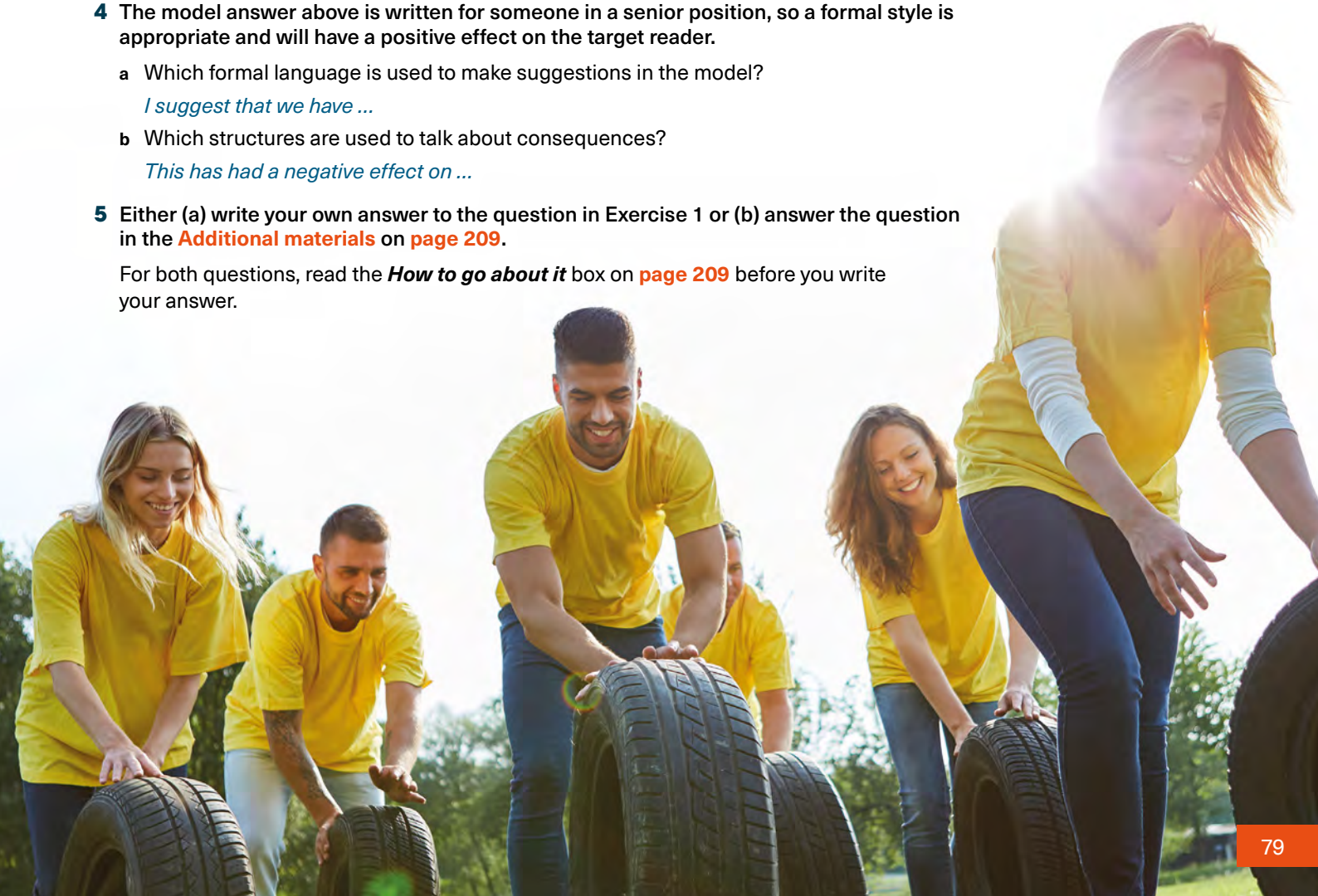
I suggest that we have ...

b Which structures are used to talk about consequences?

This has had a negative effect on ...

5 Either (a) write your own answer to the question in Exercise 1 or (b) answer the question in the **Additional materials** on **page 209**.

For both questions, read the ***How to go about it*** box on **page 209** before you write your answer.



5 REVIEW

Vocabulary Relationships

Complete the gaps in the bold expressions with a word from the box. The words can be used more than once.

down for in on to up

1 I'm not surprised she feels humiliated – he's always **putting** her _____ in public.
2 You can't **turn your back** _____ me now, not after all I've done for you in the past!
3 The mortgage is **putting a real strain** _____ our finances.
4 The Brazilian striker never really **took** _____ his new coach and by the end of his first season he was asking for a transfer.
5 He really **gets** _____ **my nerves**. He never stops complaining.
6 My boss has always **had it** _____ _____ me; nothing I do is good enough for him.
7 It is rumoured Greta Garbo **took such a strong dislike** _____ her co-star Fredric March that she used to eat garlic before filming their love scenes.
8 My brother has done very well for himself, but he does tend to **look** _____ _____ me. Or is it my inferiority complex?
9 I asked Lucy to tell my parents I was with her last night and not at Remi's party, but she refused to **back** me _____.
10 Mike's not what you'd call a social animal; he tends to **keep himself** _____ **himself**.

Reading and Use of English Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example

(0) **A** saying **B** mentioning **C** discussing **D** revealing

Customers just want coffee, not friendship

It goes without **(0)** *A* that a business must do everything it can to enhance brand loyalty, and companies know that if they **(1)** ..... across as impersonal, they are less likely to achieve this. This is why large companies in particular must work hard to convince customers that they take a genuine **(2)** ..... in them.

In recent years, more and more coffee chains have been **(3)** ..... the same policy in place. Since busy staff have no time to **(4)** ..... a conversation, they are required to ask customers what they are called. Names are written on coffee cups and then called out, while customers wait in **(5)** .....

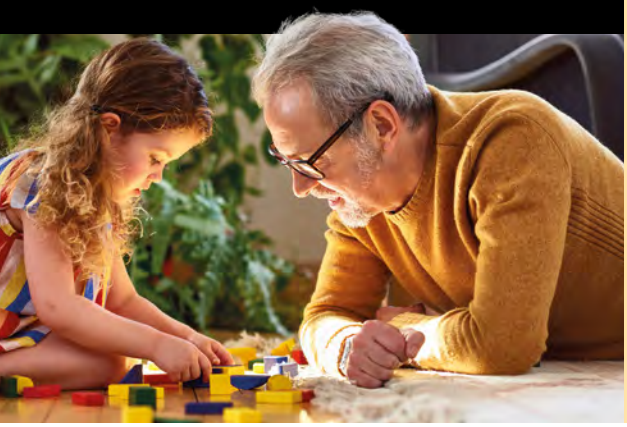
However, many customers do not wish to be on first-name **(6)** .....with their barista. Not only do they see this as a real **(7)** ..... of privacy, they also dislike having their name misspelt and called out incorrectly. For these reasons, staff often **(8)** ..... themselves having to write names such as Voldemort and Darth Vader on the cups.

1	**A** happen	**B** get	**C** come	**D** run
2	**A** concern	**B** interest	**C** attention	**D** notice
3	**A** putting	**B** developing	**C** making	**D** setting
4	**A** draw into	**B** spark off	**C** strike up	**D** break out
5	**A** queue	**B** row	**C** turn	**D** line
6	**A** titles	**B** phrases	**C** labels	**D** terms
7	**A** disturbance	**B** threat	**C** invasion	**D** assault
8	**A** discover	**B** find	**C** catch	**D** admit

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

GRANDPARENTS



Always **(0)** *A* bottomless well of affection, grandparents often play an incredibly important role in our lives. Mine would shower my sisters and me **(1)** _____ just with sweets but stories too – telling tales about the childhood misdemeanors of our parents, much **(2)** _____ our delight. Finally, when the last of **(3)** _____ died, we all felt rather lost – who would be the holder of family anecdotes and secrets now?

People have relied heavily on grandparents in Britain **(4)** _____ the mid-18th century, when whole families moved into cities from the country in **(5)** _____ to seek employment as industry began to flourish. Grandmother took care of the children during the long hours when both parents were away from home.

Nearly 200 years on, this trend continues **(6)** _____ the fact that more grandparents are working nowadays. According to government statistics, they are the main child care arrangement for 35% of families, **(7)** _____ certainly makes it difficult to imagine how we'd manage **(8)** _____ them.

Language focus Reference and ellipsis

Correct the mistake in each of these sentences and dialogues.

1 We're going to buy a new washing machine – our old keeps breaking down.
2 **A:** Do you think it'll rain?
B: I hope no – I haven't brought my umbrella.
3 **A:** Haven't you been to see the Kandinsky exhibition?
B: No, I'm not interested in abstract art, and so isn't my wife.
4 Miguel doesn't think they'll win at the next elections, but I do so.
5 Are you coming? Whether so, can you hurry up? We're already late.
6 **A:** Do you think this milk is OK to drink?
B: It should – I only bought it two days ago.
7 **A:** Put some salt in the potatoes, will you?
B: I've already!
8 It's a shame I can't go with you on Saturday – I'd really love.
9 We weren't consulted on this matter, and I think we should have.
10 He said he'd phone me today, but he hadn't. I'll give him a ring tomorrow.

Writing Part 2 Report

You have just completed a ten-day programme designed to help young people work as a team and deal with challenges. The director of the organisation running the programme has asked you to write a report. In your report, you should outline the new skills you have acquired, comment on your experience of working in a team and make recommendations on the way the programme could be adapted.

Write your report.

For more information on writing reports, see page 197.

Pronunciation Contrastive stress

1 ● 5.3 Listen and underline the word that is given particular stress in each sentence.

1 No, Tom saw them there together on Friday.
2 No, he saw Sophie there with Oliver.
3 No, he saw her with Oliver at the cinema.
4 No, he saw Sophie there with Oliver.
5 No, Tom saw them there together on Friday.

2 Which of the sentences (a–e) below was the speaker in Exercise 1 responding to in each case (1–5)?

a Tom saw Sophie at the theatre with Oliver on Friday. ___
b Tom saw Lara at the cinema with Oliver on Friday. ___
c Tom saw Sophie at the cinema with Oliver on Saturday. ___
d Jack saw Sophie at the cinema with Oliver on Friday. ___
e Tom saw Sophie at the cinema with Harry on Friday. ___

3 SPEAK Work in pairs. Practise reading the exchanges in Exercises 1 and 2. Use contrastive stress for the replies in Exercise 1.

Student A: (a) *Tom saw Sophie at the theatre with Oliver on Friday.*

Student B: (3) *No, he saw her with Oliver at the cinema.*

4 SPEAK Work in pairs. Take turns to say this sentence, stressing a different underlined word each time. What information are you clarifying or correcting each time?

Daniel phoned his grandmother yesterday about his new job.

5 SPEAK Quickly read through the Audioscript from the interview with Simon Bridges and Megan Ward on pages 242–243. Then Student A go to page 207 and Student B go to page 211. Take turns to ask and answer questions about the interview, correcting each other's information.

A: Was the film called 'Fly on the Floor'?
B: No, it was called 'Fly on the Wall'.

6 Work in pairs. Choose a famous person your classmates will know about. Write five sentences about that person. Include false information in three of the statements.

7 SPEAK Work with another pair and listen to their sentences. Decide if they are true or false. Correct the false information using contrastive stress.

A: Barack Obama was a teacher, originally.
B: No, he wasn't a teacher, he was a lawyer!

6

ALL IN THE MIND?

KEY LANGUAGE

Passives 1
Passives 2
Intelligence and ability
Phrases with *thought*

PRONUNCIATION

augh and *ough*

EXAM PRACTICE

Reading and Use of English Parts 3, 4 & 5
Writing Parts 1 & 2
Listening Parts 2 & 4
Speaking Parts 1, 3 & 4

Work with a partner. Discuss the questions.

1 If you could learn another language, what would it be?
2 Do you ever wish you had been better at a particular subject at high school? Why/ Why not?
3 What do you think is the best way to learn and remember new information?
4 How important do you think it is to have an understanding of the arts?
5 Is it better to have great academic or emotional intelligence?

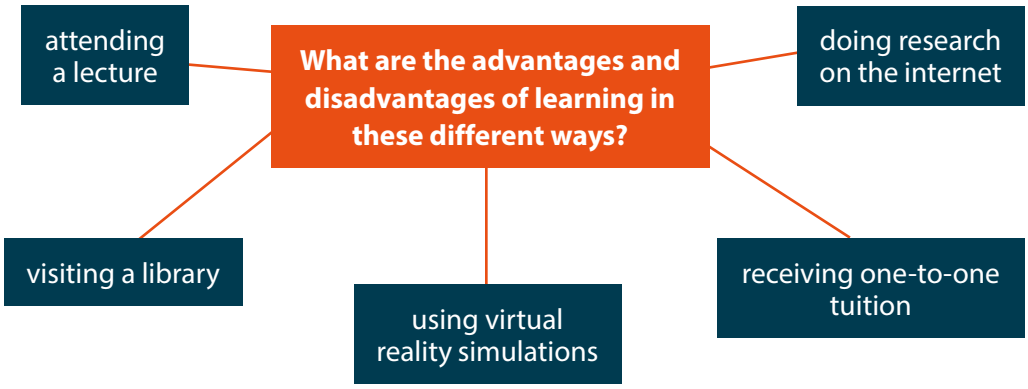
6 ALL IN THE MIND?

Speaking Part 3 Collaborative task

Don't forget!

Don't let your partner do all the talking. Find a way to interrupt politely.

1 **SPEAK** Work in pairs. Here are some different ways in which people learn. Talk to each other about the advantages and disadvantages of learning in these different ways.


attending a lecture
What are the advantages and disadvantages of learning in these different ways?
doing research on the internet
visiting a library
using virtual reality simulations
receiving one-to-one tuition

2 Now decide which two ways of learning are the least effective.

Useful language

Talking about advantages and disadvantages

A major/main/key (dis)advantage of (going to lectures) would be ...

A positive/negative aspect (of using the internet for research) is ...

I think that (one-to-one tuition) might be useful/beneficial/a good idea for people who ...

I don't really see the point of/why you would bother with (virtual reality simulations).

Interrupting politely

If I could just jump in and say ...

Can I just add/mention/say something here?

Wait, what about ...?

Just one thing, if you don't mind.

Speaking Part 4 Further discussion

SPEAK Discuss the following questions.

- Is it best for people to learn by themselves or in a group? Why/Why not?
- Why do you think some people find it harder to succeed at school than others?
- Do you think all high school children should be encouraged to develop critical thinking skills? Why/Why not?
- How important is it for people to continue learning different things throughout their lives?
- How do you think that education and training might be improved in the future?

Listening Part 4 Multiple matching

1 **6.1** You will hear five short extracts in which people are talking about their experience of education.

TASK ONE

For questions **1–5**, choose from the list (**A–H**) what each person regrets about their experience.

A not attending a mixed gender school
B being influenced by other students
C losing contact with friends
D not expressing gratitude
E not studying more diverse subjects
F being too shy to ask questions in class
G not defending themselves against criticism
H giving up an academic subject they were good at

Speaker 1 ☐ 1
Speaker 2 ☐ 2
Speaker 3 ☐ 3
Speaker 4 ☐ 4
Speaker 5 ☐ 5

TASK TWO

For questions **6–10**, choose from the list (**A–H**) the attitude each person has towards education.

A It should recognise a student's preferred learning style.
B It should allow students to learn at their own pace.
C It should help students develop practical work-related skills.
D It should encourage a sense of responsibility.
E It should enable students to perform to their full potential.
F It should guide students towards a suitable career.
G It should encourage individual creativity.
H It should boost a student's self-confidence.

Speaker 1 ☐ 6
Speaker 2 ☐ 7
Speaker 3 ☐ 8
Speaker 4 ☐ 9
Speaker 5 ☐ 10

While you listen you must complete both tasks.

2 **SPEAK** Work in small groups. Discuss the following questions.

1 Did you agree or disagree with the views expressed in the recording?
2 How would you complete the sentence beginning 'Education should ...'?

Language focus Passives 1

1 Underline the passive form in these sentences from the Listening.

1 I assumed I'd go to the same school as my mates, but I was sent to Highbrook Independent.
2 Being told 'you're wrong' just makes you lose face.
3 That kind of self-discipline ought to be promoted in all schools.
4 I was home-schooled by my father, so we went to a lot of castles together.
5 I've only got myself to blame, but I also don't think I should have been kicked out of the team.

2 Choose the correct way to describe the passive, a or b.

The passive is used to focus attention on

a the action, or the person or thing affected by the action.
b the agent – the person or thing that performs the action.

3 Look at the examples you underlined in Exercise 1 and complete these rules.

1 The passive is formed with the appropriate form of the auxiliary verb _____ and the _____ of the main verb.
2 The passive can also be used with modal verbs, like _____ and _____.
3 The word _____ indicates the agent – the person or thing that performs the action in a passive sentence.

4 Why is the agent not mentioned in these sentences? Match sentences 1–4 with reasons a–d.

1. Several parents subsequently complained that their children were not being taught satisfactorily, and withdrew them.
2. The school is regarded as one of the best in the area.
3. The stories have been translated into over 50 different languages.
4. All library books must be returned before the end of term.

Reasons why the agent is not mentioned

a to avoid the use of 'you' in official notices
b the agent is unknown or unimportant
c it is obvious who the agent is
d the agent is 'people in general'

5 Go to Ready for Grammar on page 226 for further rules, explanations and practice.

6 The extracts 1–5 below have been taken from students' written work. For each extract, consider the whole context and rewrite the second sentence if you think it would sound more natural in the passive. If you change a sentence, decide whether the agent needs to be mentioned.

1 I am writing with regard to an article which recently appeared in your newspaper on the subject of this year's Charity Fun Run. Steven Ward, former athlete and manager of the Hythe sports centre, which sponsored the event, wrote the item.

2 Many young people are now turning their backs on hamburgers in favour of their own national dishes. This development, together with the recent beef scare, has obviously caused problems for the American fast food chains here.

3 However, we feel it would be more appropriate to celebrate the school's anniversary by organising a concert, possibly during the last week of the academic year. The 2000-seater Mulberry Hall Function Room in Scarcroft Road is where the school could hold the event.

4 The aim of this report is to present the findings of a survey into local shopping habits and to make recommendations for improvements in facilities and services. First-year students at Holmbush Business College, who designed their own questionnaire as part of their coursework, carried out the survey during the busy pre-Christmas shopping period.

5 For the past eight years I have been working at the Birmingham-based engineering firm, Holwill & Deaks plc. The management of the company has recently promoted me to the post of Chief Accounts Clerk, in charge of a staff of five.

7 SPEAK Go to the Additional materials on page 203.

Vocabulary Intelligence and ability

1 **In 1–5, underline the informal word or expression in each group.**

1 *a bright child / a child prodigy / a whizz kid*
2 *a brilliant / brainy / gifted* student
3 *She has a flair for languages. / She has a gift for music. / She's an awesome illustrator.*
4 *Joe's (an) ace at tennis. / Joe's a skilful card player. / Joe's a strong swimmer.*
5 *I'm weak at maths. / I'm hopeless at cooking. / I have a poor memory.*

2 **SPEAK** **Work in pairs. Tell your partner which of the words and expressions in Exercise 1 could apply to you. Explain why.**

3 **SPEAK** **Tell your partner about anyone you know who is**

- a competent skier
- an expert cook
- a bad liar
- a computer expert
- a talented artist
- an accomplished musician
- a terrible singer

4 **One of the adverbs in each group does not normally collocate with the adjective in capital letters. Underline the adverb which does not fit.**

1	highly	naturally	academically	practically	musically	**GIFTED**
2	highly	exceptionally	enormously	hugely	largely	**TALENTED**
3	highly	extremely	absolutely	very	quite	**PROMISING**

5 **SPEAK** **Think of one famous person for each of the following descriptions and tell your partner about him or her.**

- a highly talented young actor, author or artist
- an exceptionally gifted musician
- a very promising young sports person or athlete

Billie Eilish is an exceptionally gifted singer-songwriter from the US. I think she started singing when she was very young, and ...

Reading and Use of English Part 5 Multiple choice

1 SPEAK Work in pairs. Look at the pictures and discuss these questions.

1 Do you recognise any of the works of arts?
2 How would you describe them?
3 Which work one is your favourite? Why?

2 Read the first two paragraphs of *My kid can paint better than that!* Choose a suitable subheading from the list below.

A What could explain the way we are drawn to abstract art?
B What is different about the minds of artists who produce abstract work?
C Which forms of art are likely to provoke the strongest reaction?

Don't forget!

- First, find the parts of the text which relate to each question. The questions follow the same order as the information in the text.
- Eliminate the options which are clearly wrong and choose the best answer, underlining key phrases or sentences in the text.
- Reread the questions and check that the options you have chosen accurately reflect the information you have underlined in the text.

3 You are going to read an article about art. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 What does the writer imply about the man she observed in the gallery?
A He may have been hoping to see classical rather than contemporary sculpture.
B He had possibly felt obliged in some way to visit the Guggeinheim Museum.
C He was probably not the sort of person who appreciated art in general.
D He was likely to give a negative view of the experience he had had there.

2 In the second paragraph, the writer makes the point that
A elements of conceptual art can be found in earlier art styles.
B it is impossible to compare conceptual and traditional forms of art.
C the motives of conceptual artists are likely to be misunderstood.
D conceptual artists have as much talent as other creative individuals.

3 What point is exemplified by the reference to Impressionist artists?
A Art has to offend in some way in order to receive serious attention.
B It is normal for the majority of people to have a narrow view of art.
C Art which is rejected as eccentric may eventually become mainstream.
D It is pointless trying to define and limit art through an academic lens.

4 Which of the following best sums up the writer's argument in the fourth paragraph?
A It is curious that the work of Van Gogh still enjoys such widespread popularity.
B It is not necessarily true that fake paintings are always inferior to the original.
C It is unlikely that anyone would think a painting done by computer was real.
D It is important to have a sense of connection to an artist through their work.

5 Which of these words is used dismissively in paragraph five?
A techniques
B model
C product
D opportunity

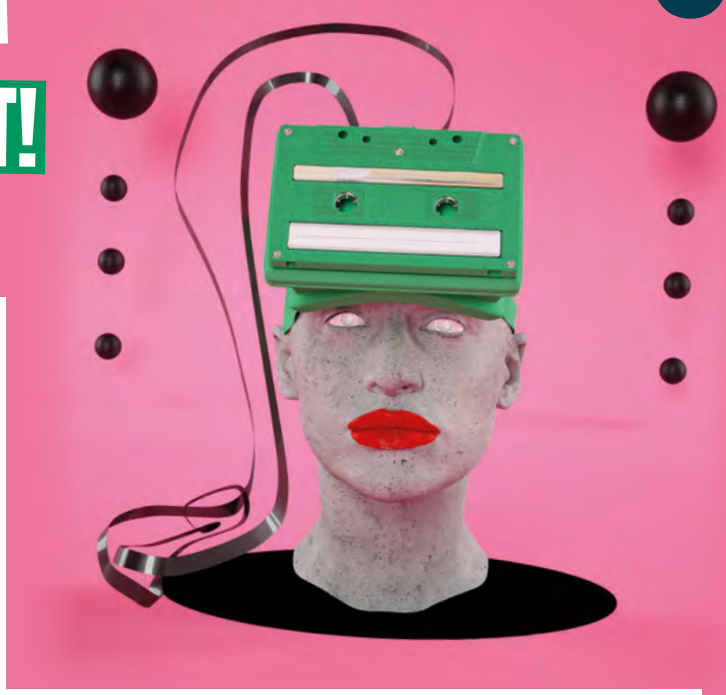
6 The writer refers to the artist Banksy in order to
A suggest that people's perceptions of art may be influenced by context.
B show how modern art is no longer seen as a poor financial investment.
C highlight a modern development in the art world that she finds disturbing.
D reveal how artists have often found inspiration from the work of others.

4 SPEAK Work in small groups. Discuss the following questions.

- What do you consider art to be? Do you agree that it is open to interpretation Why/Why not?
- Do you think that artistic ability is something we are born with or can it be learnt?

MY KID CAN PAINT BETTER THAN THAT!

Art historian Celia Walker reflects on the nature of art, and what we expect from its practitioners



A few years ago I found myself admiring Jean Arp's sculpture *Metamorphosis* in the Guggenheim Museum. It seemed impossible that cold, white plaster could be shaped into such sleek curves, but I resisted the urge to reach out and touch it. Suddenly I was aware of sandals slapping up the staircase behind me. I saw the man reach the top step, and slowly take in the extent of the sculpture gallery while he regained his breath. Then his face fell. 'Where's the *art*?' Dismayed, he adjusted the load of his backpack, and headed back down to the ground floor. What had he been expecting? Was he now feeling aggrieved that after duly ticking off nine of the *Top Ten Things to do in NYC* he was unable to strike through the last? Had the art suddenly been withdrawn from display and the public not notified?

So what *is* art? For some it means oils and long-dead aristocracy gazing down from gilt frames. For others it's the simple lines and stylized features of anime. But there's nothing like conceptual art to unite people in contempt. Objections fly about along the lines of – 'That's not art. It's just a doll's head with a tape stuck to it. My eight-year-old could do better!' People who dismiss conceptual art usually do so because they perceive no craftmanship and assume the artist is conveying something commonplace. Art, they say, should be about grand themes. Worse, there's an underlying fear that conceptual artists are having a laugh at the public's expense. 'It's hilarious. These people are *paying* to see this rubbish!' But it's absurd to think any artist would waste effort and energy for the sake of a prank.

It's worth remembering that Impressionist artists like Monet, Renoir, Cèzanne and Degas were just as controversial in the late 1800s. Indeed, the very term 'impressionist' – now often associated with inoffensive, chocolate-box art – was first coined by a critic as a derogatory term to describe Monet's landscape *Impression, Sunrise*. For centuries, the Royal Academy of Art in France had dictated the way that artists were trained and what subject matter was fitting. When 'the impressionists' turned their backs on convention and started painting landscapes rather than historical scenes, it caused uproar in the art world – both within the establishment and amongst appalled fellow artists. Little did these revolutionaries envision just how their works would sit with modern gallery-goers.

No less an iconic figure is Vincent Van Gogh. Say his name and it conjures up visions of glorious wheatfields, a bandaged ear, and the artist's own brooding self-doubt. And it's Van Gogh that reminds me where I draw the line when it comes to art. Today there are workshops where painters produce hundreds of flawless copies of his still-life *Sunflower* series for global export. But however remarkable these knock-offs may be, what is missing here is the original intention. We must know with art that there is purpose behind it and a passion to communicate. Some day soon I expect we'll the same series generated through artificial intelligence. The technical precision will be something to marvel at, but what will those mechanical dots evoke besides that?

That Van Gogh lived in poverty and died in obscurity is tragic. Would things have turned out differently if he'd been able to exploit the high-tech marketing techniques we have at our disposal today? We'll never know. But artists in our time no longer subscribe to the solitary genius model – dependent on a benevolent patron to keep them from starvation. Instead they must curate their own work, or rather product, since art has increasingly become a commodity to be acquired rather than treasured. In the digital age, young artists must vie for attention via social media or whatever networking opportunity might present itself.

In terms of self-promotion, the street artist Banksy is a master. His high-profile publicity stunts have brought him global recognition, yet he's managed to preserve his anonymity. But his Central Park stunt, more than any other, takes us back to *What is art?* and leads to another question, *What is art worth?* When he set up a stall in Central Park, and got an elderly man to sell his signed canvases, the day's takings ($420) were telling. Few passersby had been willing to part with $60, assuming that the canvases were imitations. For those that did, they got themselves a bargain. In 2020, Banksy's *Show Me The Monet* sold for £7,551,600. What Monet would have thought of a road cone and two supermarket trolleys bobbing amongst the waterlilies in his famous pond is anyone's guess.

Listening Part 2 Sentence completion

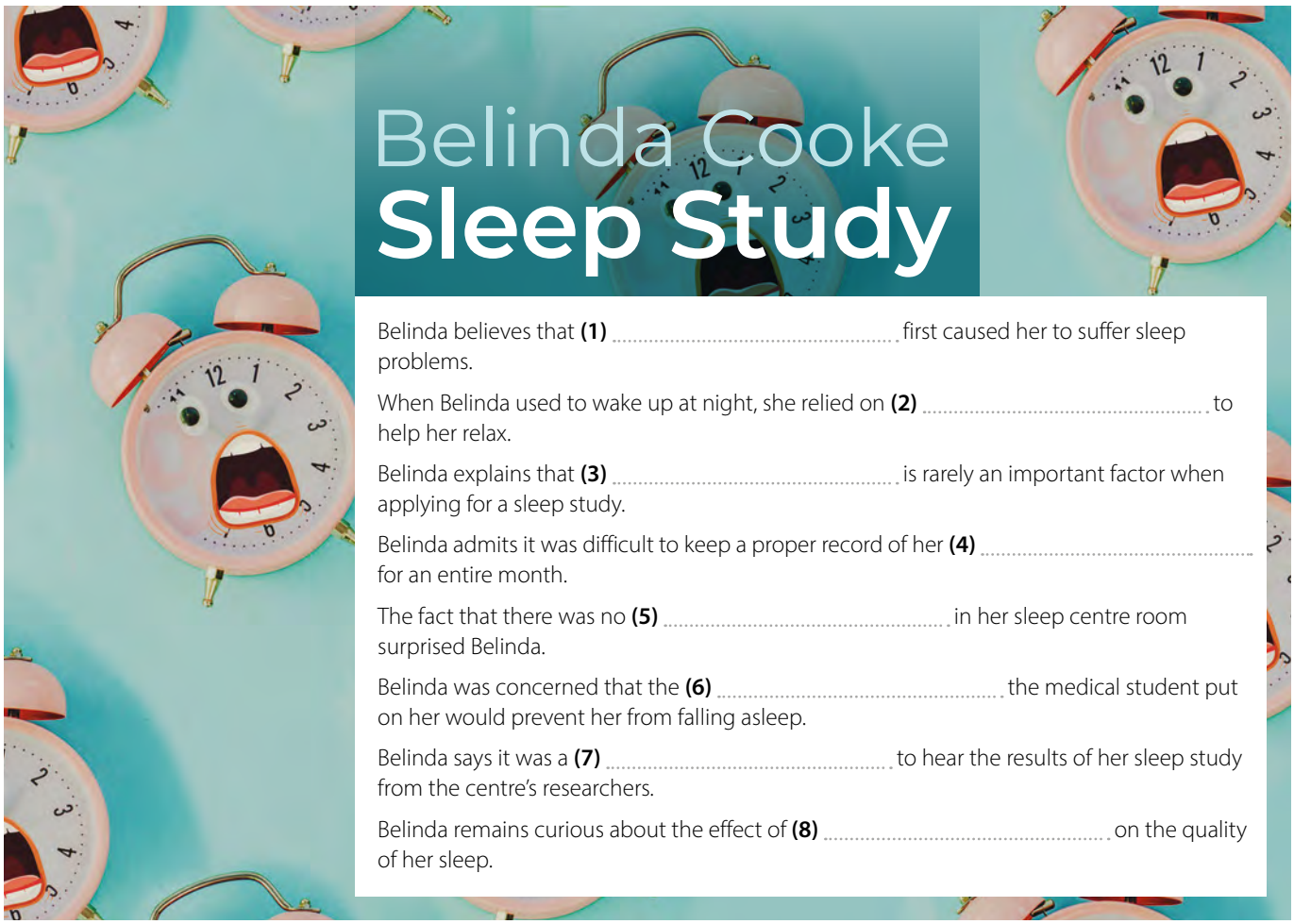
Don't forget!

Write the actual words which you hear in the recording.

1 SPEAK Work in pairs. Discuss the following questions.

1 Have you ever suffered from any sleep disorders such as insomnia or sleepwalking?
2 What might cause some people to have difficulty sleeping?

2 6.2 You will hear a student called Belinda Cooke talking about her involvement in a sleep study. For questions 1–8, complete the sentences with a word or short phrase.



Belinda believes that **(1)** _____ first caused her to suffer sleep problems.

When Belinda used to wake up at night, she relied on **(2)** _____ to help her relax.

Belinda explains that **(3)** _____ is rarely an important factor when applying for a sleep study.

Belinda admits it was difficult to keep a proper record of her **(4)** _____ for an entire month.

The fact that there was no **(5)** _____ in her sleep centre room surprised Belinda.

Belinda was concerned that the **(6)** _____ the medical student put on her would prevent her from falling asleep.

Belinda says it was a **(7)** _____ to hear the results of her sleep study from the centre's researchers.

Belinda remains curious about the effect of **(8)** _____ on the quality of her sleep.

3 SPEAK Work in pairs. Would you consider taking part in a sleep or bed rest study? Why/Why not?

Language focus Passives 2

Reporting verbs

Passive of reporting verbs

- **The following structure can be used with certain verbs to give generalised opinions or facts.**

  Insomnia is a sleep disorder that is thought to affect about 30 per cent of the population.

  I know that audiobooks are considered to be quite good at getting people off to sleep.

- **With past reference, the perfect infinitive is used.**

  Jenkins is said to have had financial problems. (= People say that Jenkins had financial problems.)

  She was thought to have fled the country. (= The police thought she had fled the country.)

1 **Read the information in the box. Rewrite sentences 1–4 using a passive reporting verb. Start the beginning of each new sentence with the underlined word(s).**

0 People expect that the prime minister will announce his resignation later today.
The prime minister is expected to announce his resignation later today.

1 They understand that the 22-year-old striker is considering a move to a Spanish club.

2 There's a rumour going round that the band have sacked their lead guitarist.

3 The police alleged that he had been selling stolen goods.

4 One report says that she was paid over £2 million for her part in the film.

Have/Get

2 **Read sentences a–f and answer questions 1–4.**

a We're painting the house at the weekend.
b We're having the house painted at the weekend.
c We're getting the house painted at the weekend.
d I had my watch repaired last week.
e I had my watch stolen last week.
f I got lost on my way to the restaurant.

1 What is the difference in meaning between sentences **a** and **b**?
2 Sentences **b** and **c** have the same meaning, but which is more informal?
3 What is the difference in the use of *had* in sentences **d** and **e**?
4 *Get* can be used as an alternative to *be* and *become* in the passive. In sentence **f** is it an alternative to *was* or *became*?

3 **Go to Ready for Grammar on page 226 for further rules, explanations and practice.**

4 **SPEAK** **Tell your partner about**

- something you've had done recently.
- something you'd pay to have done if you had the money.
- something you'd never have done, ever.
- an occasion when you got lost.
- a time when you got caught doing something you shouldn't have been.

Vocabulary Phrases with *thought*

1 Complete the phrases in bold with a word from the box.

count give hold lost much school second train

1 A My aunt gave me a book on gardening for my present! I don't even have a garden.
B Never mind, **it's the thought that** _____.
2 A There's **one** _____ **of thought** that links the rise in street crime to violent video games.
B Well, that theory's been disproved, in my opinion.
3 A Don't tell anyone, but I've started dating Jay.
B **I thought as** _____! You're always messaging each other.
4 A Where do you want to go tonight?
B The Palace. **On** _____ **thoughts**, it'll be too busy. Let's go to Red Star instead.
5 A Have you decided where you want to do your degree?
B Not yet. I need **to** _____ **it some serious thought**.
6 A Are you alright? You were looking a bit _____ **in thought**.
B I was thinking about my brother. He's in trouble again, I'm afraid.
7 A I was wondering whether we should ask Jenny to join the team.
B _____ **that thought!** Let's wait until we're all here before we decide anything.
8 A Sorry. What was I saying before? I've completely **lost my** _____ **of thought**.
B You were explaining why you'd decided to come to Seville.

2 SPEAK Work in pairs. Discuss the meaning of the phrases in bold, and say why or when people might use them.

1 This phrase is used to say that good or kind intentions are the most important thing, even if what you do or give someone is not perfect. You could use it to talk about unwanted presents or favours.

3 SPEAK Work in pairs. Adapt parts of the dialogues in Exercise 1 to make your own mini-conversations.

Writing Part 1 Essay

Don't forget!

For essays, be very clear about which way/method/factor, etc you believe to be more important/ significant.

1 SPEAK Work in pairs. Discuss the following questions.

1 What books can you recall from your early childhood? Why do you think you can still remember them?
2 How important is it for young children to spend time reading fiction?
3 Whose responsibility is it to encourage children to read and write – teachers or parents?
4 Do you think it is important for children to develop handwriting skills? Why/Why not?
5 Some people are concerned that literacy levels have dropped in their country. What is your opinion?

2 Read the Part 1 Essay task in Exercise 3 on page 93. Make notes on how each of the bullet points could help to improve literacy standards in schools.

Setting tests could encourage students to read more in their free time so that they get better scores. Tests would also allow teachers to assess whether the students have understood the book they are studying.

3 **SPEAK** **Read the Part 1 Essay task below again. Then, with your partner, discuss the 'opinions expressed'. Do you agree with them or not?**

Your class has held a debate on how schools could improve literacy standards. You have made the notes below:

Ways schools could improve literacy standards

- setting tests
- making more use of technology
- organising author talks

Some opinions expressed in the discussion:

'Tests are probably more useful for teachers than for students.'

'Kids always enjoy learning when a screen is involved.'

'Getting an author to read their book aloud would really interest a class.'

Write an essay discussing **two** of the ways in your notes. You should **explain which way you think is more important** for schools to consider, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write your answer in **220–260** words in an appropriate style.

4 **Work in pairs. Complete the tasks in the *Useful language* box below.**

Useful language

The words and phrases in bold show ways of describing outcomes. Complete the sentences.

1 ***By*** *increasing the number of tests per term, schools could ...*
2 *Some students have a fear of tests.* ***As a result****, ...*
3 ***If*** *more children* ***had*** *access to e-book readers, they ...*
4 *Providing children with their own device would be costly.* ***For that reason****, ...*
5 *Students would enjoy hearing the story,* ***and accordingly****, might want to ...*
6 *The children's reading level would increase,* ***and in turn****, ...*

Decide which verb does not collocate with the noun.

1	*set / perform / administer / take / sit*	a test
2	*lift / reach / meet / achieve / decrease*	literacy standards
3	*boost / engage / motivate / discourage / inspire*	students who find reading difficult
4	*promote / advocate / oppose / question / deny*	the use of technology in the classroom

5 **Now write your own answer to the task in Exercise 3. Use some expressions from the *Useful language* box, and if possible, some passive forms.**

For more information on writing essays, see page 192.

6 REVIEW

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 They've postponed the meeting until January to give the management team longer to decide.

OFF

The meeting ..... until January to give the management team longer to decide.

2 The police now think he invented the story to protect his girlfriend.

HAVE

He is now ..... up the story to protect his girlfriend.

3 My parents are planning to pay someone to repair and redecorate their house next month.

UP

My parents are planning to have their ..... next month.

4 He thinks his friends do not appreciate him.

GRANTED

He dislikes ..... by his friends.

5 To help us run the exhibition next month, we need at least six people.

REQUIRED

No ..... to help us run the exhibition next month.

6 A common belief is that British people cannot speak foreign languages very well.

WEAK

British people are commonly ..... foreign languages.

Vocabulary

Choose the correct word to complete the sentences.

1 Clearly, you need to be a *thick* / *hard* / *strong* / *heavy* swimmer to be a lifeguard.

2 I'm afraid I have a *poor* / *weak* / *light* / *thin* memory for faces.

3 She seems to have a natural *hand* / *gift* / *present* / *art* for drawing.

4 Well, that didn't work. Got any more *accomplished* / *competent* / *expert* / *bright* ideas?

5 He has a very *prospective* / *promising* / *provided* / *proficient* career ahead of him.

6 You don't need to take cash. *At* / *On* / *With* / *By* second thoughts, maybe you do.

7 That's an interesting offer. I'll definitely *give* / *bear* / *show* / *convey* it some serious thought.

8 You're looking quite *missing* / *gone* / *absent* / *lost* in thought, Jayne. What's on your mind?

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

The **myth** of the **dominant brain hemisphere**

The theory that the different halves of the human brain govern different skills and personality traits is **(0)** *UNDOUBTEDLY* a popular one. Some companies, for example, require job seekers to state in their **(1)** _____ whether they are 'right-brained' or 'left-brained'. Numerous self-help and business success books claim they have techniques for **(2)** _____ the 'weaker' half of the brain.

According to some psychologists that promote the 'left-brained/right-brained' theory, people who use the left side more tend to be detail-oriented and very **(3)** _____. In contrast, people who tap into the right side most are **(4)** _____ spontaneous, good at languages, and demonstrate greater **(5)** _____. Too bad the theory isn't true.

Over the last decade, neuroscientists have scanned the brains of thousands of people and have uncovered no evidence to suggest that any of their study **(6)** _____ have a stronger left- or right-sided brain network. They point out that the brain would be working very **(7)** _____ if one half was consistently more active than the other.

Their **(8)** _____ may hopefully dissuade people from clinging to the right-brained/left-brained myth.

DOUBT
APPLY

STRONG

ANALYSE
TYPE
CREATE

PARTICIPATE
EFFICIENT

FIND

Writing Part 2 Review

You see the following announcement on your college website:

REVIEWS WANTED
Send us a review of an educational podcast series. What did you learn from the podcast series? What made the series interesting and engaging? Who do you think the series would generally appeal to?

Write your review.

For more information on writing reviews, see page 198.

Pronunciation *augh* and *ough*

1 6.3 In 1–8, the pronunciation is shown for *augh* and *ough* in the word which follows. Listen and repeat the sounds and words.

1 /ɔ:/ caught
2 /u:/ through
3 /ɒf/ cough
4 /ə/ thorough
5 /ʌf/ tough
6 /əʊ/ though
7 /au/ drought
8 /a:f/ laugh

2 Work with a partner. Add the words from the box to the table according to the pronunciation of *augh* or *ough*. Use a dictionary, if necessary, to check the pronunciation.

although bought doughnut draught enough laughter naughty ought Peterborough plough rough taught thought throughout trough

/ʌf/ **tough**	/ə/ **thorough**	/əʊ/ **though**	/ɔ:/ **caught**
/u:/ **through**	/ɒf/ **cough**	/aʊ/ **drought**	/a:f/ **laugh**

Each time you record a new *ough* or *augh* word in your notebook, check the phonemic script in your dictionary and record that too.

3 SPEAK Work in pairs. Complete the following gaps with either *augh* or *ough* to form appropriate words from Exercises 1 and 2.

1 You haven't **th**_____**t** this **thr**_____ very **thor**_____**ly**.
2 There was a **dr**_____**t** in the room, and I **c**_____**t** a cold and a **c**_____.
3 It was a **t**_____ job; I **t**_____**t** some really **n**_____**ty** children.
4 We _____**t** to eat the **d**_____**nuts** you **b**_____**t** yesterday.
5 I **l**_____**ed thr**_____**out** the film, **alth**_____ it wasn't meant to be funny.
6 John said the sea was too calm; it was **r**_____ **en**_____ for me, **th**_____.

4 6.4 Listen again to check your answers in Exercise 3.

5 SPEAK Take it turns with your partner to say the sentences in Exercise 3 aloud.

6 SPEAK Work in pairs. Take it in turns to throw a dice twice. The two numbers you throw correspond to the numbers of the sentences in Exercise 3. Choose one word containing *ough* or *augh* from each of these two sentences and make a new sentence. Your partner will check that you are pronouncing the two words correctly.

e.g. 2 and 4: caught and doughnut

My brother threw a doughnut into the air and I caught it.

READY FOR LISTENING

Introduction

The **Listening** paper lasts approximately 40 minutes and consists of four parts with a total of 30 questions. Each part is heard twice. At the end of the **Listening** paper, you have five minutes to transfer your answers onto the separate answer sheet. Each correct answer is awarded one mark.

Listening Part 1 Multiple choice

1 **0.1** You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two students talking about their accommodation.

1 The man prefers living on campus because it is easier to
- A balance study with free time.
- B access college facilities.
- C meet up with friends.

2 The woman says that her experience of living with flatmates
- A encouraged her to become self-sufficient.
- B pushed her to stand up for herself.
- C developed her negotiation skills.

Extract Two

You hear part of an interview with a man who teaches wood carving to high school students.

3 When talking about his students, he reveals
- A his admiration for the way they commit to a project.
- B his concern that they may not use what they have learnt.
- C his surprise that so many of them work well with their hands.

4 He believes that motivation amongst students increases when
- A they are allowed some choice in what they do.
- B they know that the praise they receive is genuine.
- C they understand how their performance will be evaluated.

Extract Three

You hear two people talking about a book they have read called *The Children of Húrin.*

5 They both feel that *The Children of Húrin*
- A is hard to put down.
- B has a sad feel to it.
- C ends in a surprising way.

6 What slight criticism does the man make about the book?
- A It contains different styles of writing.
- B The characters are not complex enough.
- C The themes may not appeal to modern readers.

2 Check your answers by looking at the Audioscript on page 248. Underline the part or parts of each extract which indicate the correct answer. The first one has been done for you.

What to expect in the exam

In Part 1 you hear three short extracts, each with a different theme. The dialogues are between two people, and the context may be, for example, an informal conversation, a discussion or an interview. You hear the same extract twice before moving on to the next one.

Listening Part 2 Sentence completion

What to expect in the exam

- In Part 2, you hear a monologue lasting approximately three minutes. The context is usually a presentation or talk.
- There are eight questions testing your understanding of specific, factual information. You are usually required to complete sentences with a single noun or a noun phrase, e.g. social media, diploma course.
- For Part 2 tasks, you have 45 seconds to read the questions before you listen. Use this time to think about the kind of information you might hear.

1 **0.2** **You will hear a waxwork sculptor called Amanda Tyler talking to a group of students about her work. For questions 1–8, complete the sentences with a word or short phrase.**

How to go about it

- For each question, you will usually hear distractors – words which might at first seem relevant, but which do not complete the sentences correctly.
  For question 2, for example, you will hear Amanda mention two courses she took. Only one of these, however, is a degree course; the other is a distractor.
- As you read each question, underline key words to help you focus on the exact information required. The first two have been done for you.

Amanda's studio is situated in the (1) _____ of the wax museum.

The degree course Amanda took was called (2) _____.

Amanda says that getting her subject's (3) _____ is the first step in creating a wax figure.

Amanda says the frame for a figure's body uses rods made of (4) _____

Amanda uses a wax head to show that accurate (5) _____ is important.

Amanda watches videos to check the (6) _____ a subject often uses.

It can take up to (7) _____ for Amanda to finish a whole wax figure.

Amanda explains that a combination of (8) _____ and cosmetics is used to colour the wax head.

2 **Go to the Additional materials on page 207 to find one student's answers to the Listening task, and relevant advice about what to do and what not to do. Did you make any similar mistakes?**

Listening Part 3 Multiple choice

What to expect in the exam

- In Part 3, you hear two people talking about a particular topic, with a third person, the interviewer, prompting them with questions. The conversation lasts approximately four minutes.
- There are six multiple-choice questions, mostly testing your understanding of the attitudes and opinions of the speakers. The questions follow the same order as the information in the recording.
- For Part 3 tasks, you have one minute to read through the questions.

1 Before you do the Part 3 task below, look at question 1. Read the question and the shaded section of the Audioscript on page 249. Decide on the correct answer, underlining the part or parts of the text which justify your choice.

1 Why did Sandra leave her previous job with the children's TV company?

A She felt dissatisfied with the salary she was receiving.
B She was conscious of being older than other staff.
C She predicted she might soon be made redundant.
D She was assigned a role that she had not expected.

2 **SPEAK** Work in pairs. Explain with reference to the text why the other options in Exercise 1 are wrong.

3 0.3 You will hear an interview in which two business partners, Sandra Peyton and David Sadler, are talking about their working relationship. For questions 2–6, choose the answer (A, B, C or D) which fits best according to what you hear.

2 What did David learn from his time with Trenton TV?

A the benefits of being part of a team
B the importance of having a positive outlook
C the advantages of working under pressure
D the need to challenge certain decisions

3 David accepted Sandra's proposal to go into partnership because he

A felt there would be little risk in working together.
B believed they shared a similar way of thinking.
C was aware she had extensive directing experience.
D trusted the recommendation of someone they both knew.

4 When talking about approaching different banks for a loan, Sandra admits that she

A was puzzled about why she was turned down.
B began to lose confidence in her own abilities.
C almost lost her temper on several occasions.
D was worried that David might lose faith in her.

5 What does David consider to be a drawback of directing TV commercials?

A He does not achieve enough recognition for his work.
B Money has too great an influence on the process.
C Many clients have unrealistic expectations.
D He does not have full control over content.

6 What do Sandra and David both say about the future of their company?

A They would prefer to keep their plans a secret.
B They would like to expand the business gradually.
C They are unsure how the business will develop.
D They hope to move into other areas of directing.

4 Look at the Audioscript on pages 249 and for questions 1–6 follow the same procedure as in Exercises 1 and 2 above.

Listening Part 4 Multiple matching

What to expect in the exam

- You hear five short monologues which are linked by theme or topic. For each speaker, there are two separate tasks. For each task, you select the correct option from a choice of eight.
- You have 45 seconds to read through both tasks.
- Note that an answer to Task Two may sometimes come before the answer to Task One in an extract. *This is the case with Speaker 4 below.*
- Once again, you will hear distractors.

How to go about it

There is no 'correct' approach to doing Part 4. Some students like to focus on Task One first, and then do Task Two when they hear the recording again. Other students like to do both tasks at the same time. The most useful thing you can do is to read and be familiar with the options in both tasks before the recording starts.

1 ▶ **0.4** You will hear five short extracts in which people are talking about a course they attended.

TASK ONE

For questions **1–5**, choose from the list (**A–H**) the speaker's main reason for attending the course.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) what each speaker disliked most about their course.

While you listen you must complete both tasks.

A to fulfil work obligations
B to extend their social network
C to gain cultural knowledge
D to acquire practical skills
E to enable a change of career
F to enjoy a change of routine
G to explore their creative side
H to lend support to someone

Speaker 1 ☐ 1
Speaker 2 ☐ 2
Speaker 3 ☐ 3
Speaker 4 ☐ 4
Speaker 5 ☐ 5

A the lack of written information
B the behaviour of other participants
C the pressure to speak in public
D the way instructions were delivered
E the sense of competition
F the disorganised nature of each class
G the constant requirement to work in groups
H the teacher's patronising attitude

Speaker 1 ☐ 6
Speaker 2 ☐ 7
Speaker 3 ☐ 8
Speaker 4 ☐ 9
Speaker 5 ☐ 10

2 Check your answers using the Audioscript on pages 249–250. Underline those parts of each extract which guide you to the correct answers.

3 One student wrote the following incorrect answers for questions 6–10 in Task Two.

6 E **7** A **8** H **9** C **10** B

Identify the distractor in each extract which may have caused the student to choose the wrong answer.

6 Speaker 1: Compared to some people in my pottery class, I was definitely the beginner. They were making complicated vases and massive plates, and I was just trying to get the hang of a basic bowl

7

FEELING GOOD

KEY LANGUAGE

Reported speech
Risk and health
Verbs

PRONUNCIATION

Connected speech: intrusive /w/, /j/ and /r/

EXAM PRACTICE

Reading and Use of English Parts 1, 3, 5 & 6
Writing Part 2
Listening Part 3
Speaking Parts 1, 3 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

1 How important is it to find time to relax?
2 How do you cheer yourself up if you're in a bad mood?
3 Is it better to do a little exercise every day or a lot of exercise at weekends?
4 What effect do new experiences have on the way you feel?
5 Is there an extreme sport or adventurous activity that you would like to try?

7 FEELING GOOD

Don't forget!

If the option you choose is correct, you should be able to find the same idea closely paraphrased in the text.

Reading and Use of English Part 5 Multiple choice

1 **SPEAK** What is your reaction to pictures a–e? How do you think these images might be associated with the theme of 'Feeling good'?

2 You are going to read an article about why people enjoy doing things that are potentially bad for them. Read through the article quickly. Match the ideas shown in pictures a–e to the paragraphs (1–5).

3 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Chasing THE HIGHS

Emma Sands asks why people enjoy doing things which are potentially bad for them

1 'That which does not kill us makes us stronger,' wrote Friedrich Nietzsche, the German philosopher, conceptualising the idea that suffering is an inevitable and essential part of life. Is this still true when we bring the misfortune upon ourselves and end up with metal pins in our joints? A few weeks ago, I heard of an old school friend, (I'll just call him Dave), who ended up with fractures in both ankles and his left wrist after failing to keep his grip while free climbing. My reaction, initially, was to grimace, but then I got around to wondering why he would have been risking life and limb on a sheer rock face. I can't help feeling he was showing off, under the delusion that at 40 he was at his physical peak. His parents refused to pay a hospital visit, reportedly disgusted at his egoistic risk-taking, although surely this is the person they brought him up to be.

2 So what is the allure of extreme sports and living life on the edge? Well apparently, we can blame it all on dopamine, the chemical which helps control the brain's reward and pleasure centres. It's responsible for providing a sense of contentment after a meal or that ecstatic feeling when our soccer team wins. It's also responsible for the high we feel when we do something brave, like swimming with sharks. It turns out that there are fewer dopamine-inhibiting receptors in a risk taker's brain. In other words, the Daves of this world have brains more saturated with the chemical, meaning they'll keep taking risks and chasing the next high. The researchers are now working on a treatment, yet I don't envisage much uptake from the daredevils 'suffering' this condition.

3 People don't just do this sort of thing in their free time, though. Last night, I happened across a battered Brad Pitt-lookalike flying across my TV screen, explosions still firing off in the background. This was 'Body Double', a cut-above-the-rest documentary about the lives of stuntmen and women that stand in for the stars. Ironically, as a behind-the-scenes look at a career in Hollywood, nothing felt staged; rare for modern television. But it was the quieter moments of candid reflection that stood out, with some of the doubles expressing their anxiety to the presenter over the longevity of their career. This is hardly surprising, given the amount of physical punishment that is continuously self-inflicted: neck injuries, burns, torn ligaments; the list goes on. The last word went to Jake, who'd quit his promising career as an actor and had been lured into stunt work because, as he put it, there'd be no dull moments. The famed camaraderie that exists amongst those in the profession was also a big drawcard, and perhaps it's this that keeps him signing contracts, despite his wife's protestations.

4 While hurtling at 100 mph towards the ground or leaping across rooftops will never be my thing, I must confess to a love of horror movies. I derive enormous pleasure from being half-scared to death and, considering the increasing popularity of the horror-flick industry, I know I'm not alone. But why do we do it? There are anthropologists who have proposed that a sense of terror has always been crucial to human survival, and that this explains why we find life-or-death situations on film so enthralling. If the time comes when I actually need to fight off a zombie horde or defeat a blood-sucking vampire, I will be sure to put all I have learnt from horror movies into practice. Until then, I am not convinced that theory has merit.

5 Deriving satisfaction from activities which are potentially harmful or terrifying to ourselves is one thing, but taking pleasure in the misfortune of others is quite another. The Germans refer to this as *schadenfreude*, a feeling that might not have a single word equivalent in most other languages, but which is certainly something humans have always experienced, regardless of culture. Today, an infinite number of internet video clips show total strangers deliberately putting themselves at risk – of humiliation at best, and serious injury at worst – potentially making our experience of *schadenfreude* all the more common. If you want to see someone diving into freezing water, it's online. How about a YouTube star allowing himself to be stung by a giant wasp, knowing it will result in agony? As a form of entertainment, it says little for human evolution. But as life becomes more comfortable, and in a society where most of our basic needs are met, one has to wonder what new thrills we'll seek out next, and what we're prepared to sacrifice to acquire them.

1 Emma says that after reflecting on her old school friend's accident, she
- **A** felt some disapproval towards his behaviour.
- **B** became slightly envious of his adventurous lifestyle.
- **C** thought his injuries could have been far worse at his age.
- **D** believed others should show more sympathy towards him.

2 When discussing dopamine and extreme sports, Emma puts forward the view that
- **A** the findings of the dopamine research will hardly surprise risk-takers.
- **B** a lack of dopamine cannot fully account for the desire to live dangerously.
- **C** risk-takers are unlikely to want their dopamine levels reduced.
- **D** dopamine has a greater effect on the human body than some people think.

3 In Emma's opinion, the most impressive aspect of the documentary was
- **A** the use of previously unseen film footage.
- **B** the way certain tricks were demonstrated.
- **C** the interspersing of drama and fact.
- **D** the interviews with the subjects.

4 Jake decided to pursue a career in stunt work partly because he
- **A** liked the idea of working within a group of friendly people.
- **B** had been to slow to achieve real success in a similar industry.
- **C** was probably unaware of the exact demands of the job.
- **D** had been encouraged to try it out by others in the field.

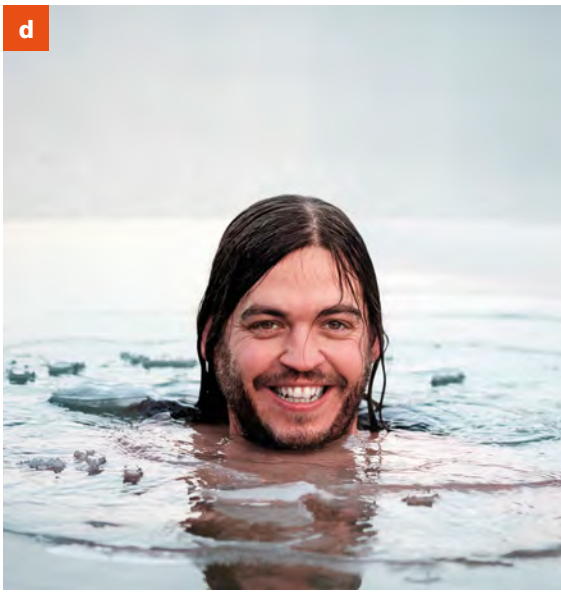
5 When discussing the appeal of watching horror movies, Emma
- **A** agrees that the genre is worthy of proper academic research.
- **B** insists there is good reason for the growth of the genre.
- **C** admits the activity may seem out of character for someone like her.
- **D** implies that the activity may not have any practical value.

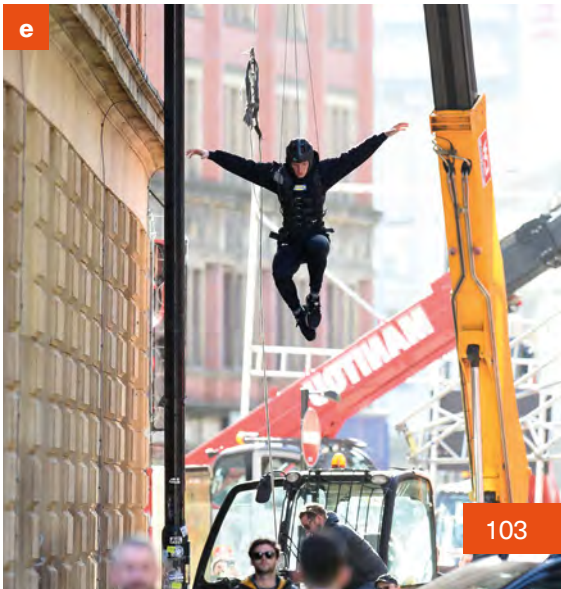
6 Emma refers to online video clips in order to
- **A** show how people can so easily be influenced by what they see on the internet.
- **B** give support to the idea that people find the suffering of others amusing.
- **C** make a distinction between low-risk and life-threatening situations.
- **D** introduce the idea that society as a whole is becoming less moral.

4 SPEAK Work in pairs. Discuss the following questions.

1 Emma refers to online video clips of people deliberately putting themselves at risk. What examples of this kind of video or TV programme have you seen?

2 Emma makes this comment about watching these kinds of video: 'As a form of entertainment, it says little for human evolution'. Do you agree? Why/Why not?





Speaking Part 3 Collaborative task

1 **SPEAK** Here are some different ways in which people's lives can change. Talk to each other about how these changes might have a positive or negative impact on people's lives.

starting a new job
How might these changes have a positive or negative impact on people's lives?
leaving home for university
having children
moving to another country
reaching retirement age

Useful language

On the positive/plus side, some people might ...
On the negative side/downside, it could happen that ...
One (dis)advantage of having children might be ...
On the other hand, ... / Having said that, ...
I think it would depend on a number of different factors. For example/For instance ...
There's a risk / There's a good chance that ...

2 Now decide which change would be the most significant.

Speaking Part 4 Further discussion

SPEAK Work in pairs. Discuss the following questions.

1 Some people believe that changing their appearance will make them happy and more successful. What do you think?
2 Do you think that it is easier for young people to cope with change than older people? Why/Why not?
3 Some people want to lead a healthier lifestyle but find it difficult to make changes. Why do you think this is?
4 In your opinion, how likely is it that people will always keep the same circle of friends?
5 How important is it for people to continually seek new experiences and try new things?

Useful language

Underline the collocate in *italics* which is different in some way to the other three.

1 This kind of change only has a *superficial* / *minimal* / *significant* / *limited* effect on people's overall happiness.
2 Certainly some changes in life can be more *refreshing* / *fundamental* / *profound* / *drastic* than others.
3 Making a big change in your life can require real *strength of mind* / *willpower* / *determination* / *leap of faith.*
4 Your level of motivation will determine whether you *stick to* / *follow* / *give up on* / *adhere to* an exercise programme or not.
5 There comes a point in life when people naturally start to *oppose* / *welcome* / *resist* / *shy away from* change.

Vocabulary Risk and health

1 **Underline the correct word to complete the expressions in bold. Check your answers in the article *Chasing the highs* on page 102.**

1 Liz **brought** *struggle* / *misfortune* **upon herself** through her own bad decisions.
2 You'll be **risking life and** *limb* / *soul* if you climb without any safety equipment.
3 He was a musician that **lived life on the** *edge* / *brink*, so no wonder he died young.
4 I feel **scared to** *pieces* / *death* every time I'm a passenger in Jack's car.
5 She hates her job. That's why she **seeks out new** *pastimes* / *thrills* at the weekend.

2 **Underline all the nouns that collocate with each adjective.**

0	torn	muscles / ligaments / cheeks
1	chipped	tooth / stomach / bone
2	sprained	nail / ankle / wrist
3	blocked	toe / nose / neck
4	dislocated	shoulder / hip / jaw
5	bruised	ribs / thigh / tooth
6	swollen	glands / lips / feet
7	upset	heart / stomach / brain

Reading and Use of English Part 1 Multiple-choice cloze

1 **Read the text quickly, ignoring the gaps for the moment. What do you think is the writer's attitude towards healing crystals?**

2 **For questions 1–8, decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).**

Don't forget!

Read the whole sentence, not just the words immediately before and after a gap. This will help you find out whether the missing word is part of a collocation, for example, in questions 3 and 5.

Healing crystals

It is easy to understand why beautiful crystals such as lapis lazuli, tourmaline and moonstone draw people in and **(0)** *A* the eye. But it is not their beauty that explains why sales have been on the **(1)** B for the last fifteen years. Increasing consumer demand is due, for the **(2)** ..... part, to the claims of retailers that these gemstones have incredible healing properties and can fix a range of minor medical complaints.

Retailers claim, for example, that white quartz can give the immune system a massive **(3)** ....., and that wearing a piece of turquoise benefits the digestive system. If someone is in pain or is suffering from mild fever, clutching an amethyst will apparently **(4)** D them some relief, and sapphires can help **(5)** ..... away with depression. Still, none of these retailers can provide scientific evidence in **(6)** ..... of these claims. And, unfortunately, it seems that some gullible consumers couldn't **(7)** ..... less.

Recently, however, the healing crystal industry has **(8)** ..... some serious criticism because of the way many crystals are sourced. It appears that mining activities not only have a serious impact on the environment, but working conditions for miners are extremely harsh.

0	**A** catch	**B** grab	**C** seize	**D** hold
1	**A** growth	**B** rise	**C** climb	**D** spread
2	**A** major	**B** large	**C** great	**D** most
3	**A** boost	**B** energy	**C** improvement	**D** strength
4	**A** find	**B** sense	**C** feel	**D** bring
5	**A** do	**B** get	**C** make	**D** run
6	**A** aid	**B** support	**C** proof	**D** backing
7	**A** bother	**B** worry	**C** mind	**D** care
8	**A** stood up to	**B** got rid of	**C** come in for	**D** put up with

3 **SPEAK** **Do you think there is any truth to the claim that crystals have healing powers?**

Writing Part 2 Review

1 **SPEAK** **Work in pairs. Look at the health and fitness products in photos a–f. Discuss the following questions.**

1 Which of these kinds of product would you consider buying? Why?

2 If you were choosing between similar products, what would affect your decision? For example, when comparing muesli bars, you might look for the one with the least sugar.

2 **Read the following Writing Part 2 task. Then decide with your partner what three things an examiner would be looking for in terms of content.**

You see the following announcement on a website, *Health and Fitness Today.*

REVIEWS WANTED

Send us a review of two similar health or fitness products you have used.

How do the two products compare? Who do you think this kind of product would appeal to? Which of the two products would you recommend, and why?

We'll post the most useful reviews on our website.

3 **Read a student's answer below. What do you think an examiner might say about the content? Ignore the gaps for the moment.**

Review of bamboo toothbrushes

If you care about the environment, a toothbrush made of bamboo will **(1)** _____ sound like the ideal alternative to the usual ones made of plastic. A number of companies now make them – with their advertising promising that using a bamboo brush is not only good for the user's teeth but also for the planet. Are these claims exaggerated, or can green-minded consumers have confidence in this kind of product?

I ordered a *Smileco* brush online, and was pleased when it was delivered within a couple of days. However, it was **(2)** _____ smaller than I expected, and the bristles were too soft for my liking. On the plus side, it did last for a few months, and the price was **(3)** _____ reasonable at $4.50. For my next bamboo brush, I opted for a *BooClean*, which took over a week to arrive. However, in comparison to the *Smileco*, it was larger and easier to hold. According to the packaging, the bristles were 'infused with charcoal' – which **(4)** _____ helps get rid of bacteria and whitens your teeth. I did find the taste a bit unpleasant. It retails for slightly more, at $5.00.

The problem with both brushes is that only the handle is made of bamboo. The bristles are made of nylon, which is **(5)** _____ not biodegradable. Of course it is possible to snap off the head, and recycle the handle – but **(6)** _____ the two companies will find a way to replace the nylon with another material.

4 **Improve the style and tone of the answer by choosing the correct adverb for each gap.**

apparently certainly hopefully pretty probably slightly

5 In the Writing paper, it is important to show you can use a wide range of grammatical forms. Find examples of the following forms in the student's answer.

1 a comparative
2 use of the gerund after a preposition
3 a conditional
4 use of 'did' in a past simple sentence for emphasis
5 a relative clause
6 a passive

6 Write the final sentence for the student's answer by completing the following sentence. You could either rephrase some previously given information or use your imagination to add a new point.

If I had to choose between them, I would recommend .....

because / for the reason(s) that .....

.....

.....

7 Either write your own answer for the task in Exercise 2 above or answer the following task.

REVIEWS OF FITNESS CENTRES WANTED

Have you been to a local fitness centre in your area? Send us a review, explaining what kind of people the fitness centre is likely to appeal to, and which aspects of the fitness centre impress you the most. You should also suggest at least one way in which you feel the fitness centre could be improved.

You see the following announcement in a health and fitness magazine.

Write your **review.**

Useful language

Commenting on one product/service

I would highly/happily recommend ... because ...

... has a lot/much to recommend it. For instance, ...

I would advise against buying ... for several / a number of / the following reasons.

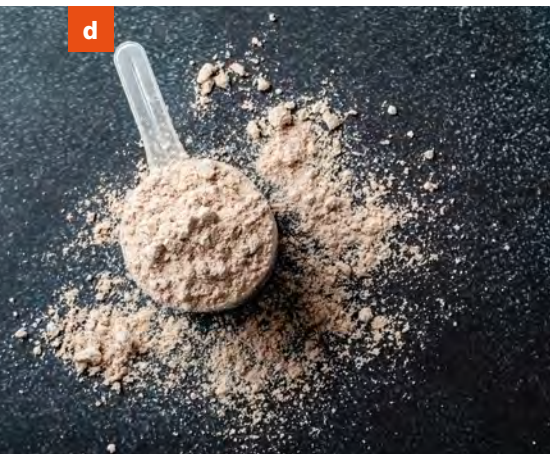
I would be reluctant to recommend ... since/as ...

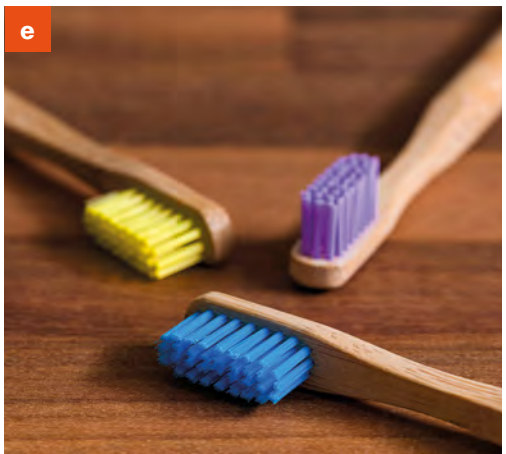
Comparing products/services

I would say that consumers/customers would be better off buying/using/getting ... rather than / instead of ...

Out of the two/three, ... seems to offer far more advantages/benefits/points in its favour.

For more information on writing reviews, see page 198.





Reading and Use of English

Part 6 Cross-text multiple matching

1 **SPEAK** **Work in small groups. Which of the following 'self-help' themes would you be most and least interested in reading about?**

- ways to improve your self-esteem
- strategies for making people like you more
- a set of 'rules' for finding and holding on to the perfect boyfriend/girlfriend
- tips for surviving in life-threatening situations
- methods for enhancing your business negotiation skills
- techniques for memorising information

2 **You are going to read four reviews of a book about self-help. For questions 1–4, choose from reviews A–D. The reviews may be chosen more than once.**

IMPROVING YOUR SELF-ESTEEM

FOUR REVIEWERS COMMENT ON OLIVER MCPHERSON'S SELF-HELP BOOK, *JOURNEYS AND HORIZONS*

A The latest publication in the self-help genre is *Journeys and Horizons*, a guide to improving self-esteem and achieving personal goals. In it, we are presented with a series of case studies based on the interviews writer Oliver McPherson has carried out with his subjects. While there is a story that will reflect most people's experience, there are occasions when extreme claims are left unsubstantiated, as are unlikely statistics for areas such as 'the vital link between self-worth and longevity'. Then one wonders how much McPherson has relied on the work of others in the field in order to lend his book more substance. He can also be harsh when it comes to the reasons why people end up 'demotivated and drifting', placing the blame solely on an inadequate upbringing and absolving the individual from any personal responsibility, although the rationale for this line of thought is hard to pin down. Nonetheless, this is an accessible read, offering practical steps for confidence-building along the way.

B Each chapter of *Journeys and Horizons* begins with an extract from an interview with 'a traveller', which is how writer Oliver McPherson refers to the people whose lives, decisions and accurate/erroneous evaluation of self form the basis of this self-help work. According to McPherson, the choices they have made, or neglected to make, place them somewhere along the spectrum of 'highly effective' to 'extremely dysfunctional', with the latter condition apparently the fault of poor parenting skills. (Why this should be the case – when the opposite is not – is a point that McPherson does not back up with hard evidence.) Chapters conclude with an analysis of the behaviours that reinforce each person's positive self-image, or impair it, and a set of sensible key strategies for 'appreciating your own worth' that can readily be put into practice. Unlike certain previous authors in the field, McPherson offers some genuinely refreshing insights into what creates a balanced 'whole' person, taking the reader with him on a journey of honest self-reflection.

C In *Journeys and Horizons*, Oliver McPherson draws on earlier research into the area of self-esteem and how it influences our responses to opportunities that present themselves in life: do we seize or dismiss them? While not a particularly pioneering work, it is still mostly an engaging one. The case studies of people 'on the road to personal success or the path to personal defeat' are well-constructed and the interviews are poignant. Less convincing are some of the strategies McPherson puts forward for dealing with self-confidence issues within the family hierarchy. Is it really worth challenging older siblings or confronting ageing parents with a list of their behaviours you find detrimental to your well-being? McPherson has also rather limited his readership by focusing on the middle-class and employed; a misjudgement, to my mind. Surely in times of recession it's the underprivileged and long-term out-of-work that need a boost?

D With the wealth of new titles jostling for position on the self-help shelf, it can be a challenge to pick out something really worth your attention. Oliver McPherson's *Journeys and Horizons* may well be that candidate. An evaluation of the requirements for positive self-image and personal achievement, the book offers little that is new in terms of theory and concept, but readers will appreciate McPherson's unique blend of frank assessment and consistent optimism. Life skills will be enhanced by following his simple recommendations – strategies we already suspect may be effective but have never quite managed to put in place. For my part, if the case studies presented had reflected a wider section of society, McPherson's work might indeed merit a public service award. All the same, an intelligent and inspiring read.

Which reviewer

expresses the same opinion as reviewer C regarding the scope of McPherson's book? 1 ☐

has a different view from the others on the originality of McPherson's ideas? 2 ☐

shares reviewer A's opinion about the support McPherson offers for his beliefs? 3 ☐

expresses a different view from the others concerning the extent to which McPherson's ideas are workable? 4 ☐

3 SPEAK Do you agree with the idea that 'an inadequate upbringing' is solely responsible for the way that a person's character develops? Are there any other factors that might play a greater role in a person's character development?

Word formation Verbs

1 In 1–5 below, the affix at the beginning of each line can be used to form verbs with all of the words in the line, except one. Underline the odd one out and write down the verb forms of all the words.

0	**en-**	sure	wide	able	danger	courage
		ensure	*widen*	*enable*	*endanger*	*encourage*
1	**-ise**	special	summary	valid	modern	commercial
2	**-ify**	class	example	simple	pure	general
3	**-ate**	difference	qualification	captive	value	assassin
4	**-ise**	character	stable	familiar	dominant	computer
5	**-en**	strong	sad	rich	deaf	high

2 For each of the verbs in box A below, decide which of the prefixes in box B can be used to form new verbs.

cook – recook (cook again), overcook (cook too much)

A appear ~~cook~~ hear load number read use

B dis- mis- out- over- re- un-

3 Use the word given in capitals at the end of the line to form a word that fits in the gap.

0 I see they've finally got round to *widening* the Shoreham Road. **WIDE**

1 Each employee's performance is _____ at least once a year. **VALUE**

2 We could barely hear ourselves speak above the _____ roar of the sea. **DEAF**

3 He was fined £500 and _____ from driving for three years. **QUALIFY**

4 They lost the battle, despite _____ the enemy by two to one. **NUMBER**

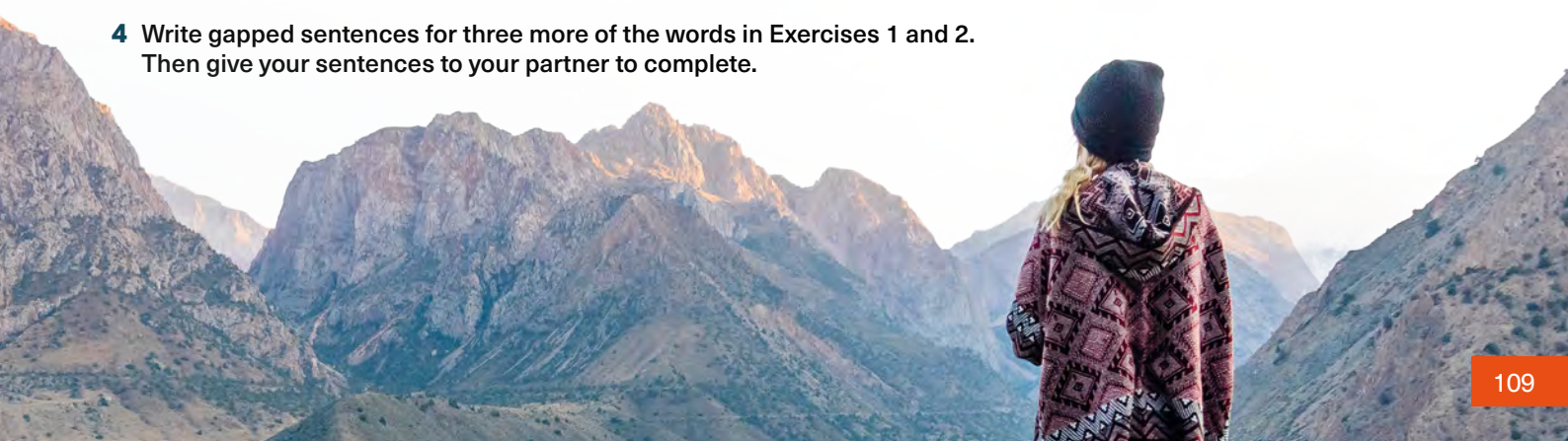
5 I spent my first two weeks back at work _____ myself with all the new procedures. **FAMILIAR**

6 Arnold died in 1953. His wife, who _____ him by almost half a century, passed away on the last day of the millennium. **LIVE**

7 Before enrolling on a course, you should first ensure that it has been _____ by an officially recognized body. **VALID**

8 New *Deluxe* moisturising cream smooths out wrinkles and _____ that your skin stays young-looking. **SURE**

4 Write gapped sentences for three more of the words in Exercises 1 and 2. Then give your sentences to your partner to complete.



Listening Part 3 Multiple choice

7.1 You will hear an interview in which two professors of psychology, Rowena Gray and Jesse Mulligan, are talking about the science of happiness. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1 What does Jesse say about the typical goals that people set themselves?
- **A** They tend not to be very realistic or reachable.
- **B** They generally revolve around status at work.
- **C** They won't lead to lasting fulfilment if achieved.
- **D** They are influenced by the expectations of others.

2 Jesse mentions his recent holiday in Chile in order to
- **A** explain the reasons why people hide their disappointment.
- **B** encourage people to compete in a healthier way with others.
- **C** emphasise the importance of getting away from constant stress.
- **D** give an example of an activity that is worth spending money on.

3 In her public talks, Rowena advises teenagers to
- **A** choose who to compare themselves with carefully.
- **B** resist the urge to criticise more successful people.
- **C** avoid finding faults with their own personality.
- **D** spend less time looking at their social media feeds.

4 Rowena admits that during conversations with friends, she sometimes
- **A** wishes they would overlook the line of work she is in.
- **B** forgets to mention the good things happening in her life.
- **C** enjoys hearing about the misfortune of people she knows.
- **D** neglects to ask about the problems they are dealing with.

5 Rowena believes her lectures on happiness are popular because students
- **A** appreciate the way she always appears cheerful herself.
- **B** are determined to overcome negative feelings they have.
- **C** like her humorous approach to discussing serious issues.
- **D** feel reassured when they hear about her stories of self-doubt.

6 Jesse and Rowena both feel that their podcast has made them
- **A** make more effort to follow their own advice about happiness.
- **B** measure their levels of happiness on a more frequent basis.
- **C** try new relaxation techniques as a means of staying happy.
- **D** avoid appearing anything less than happy in public places.

Language focus Reported speech

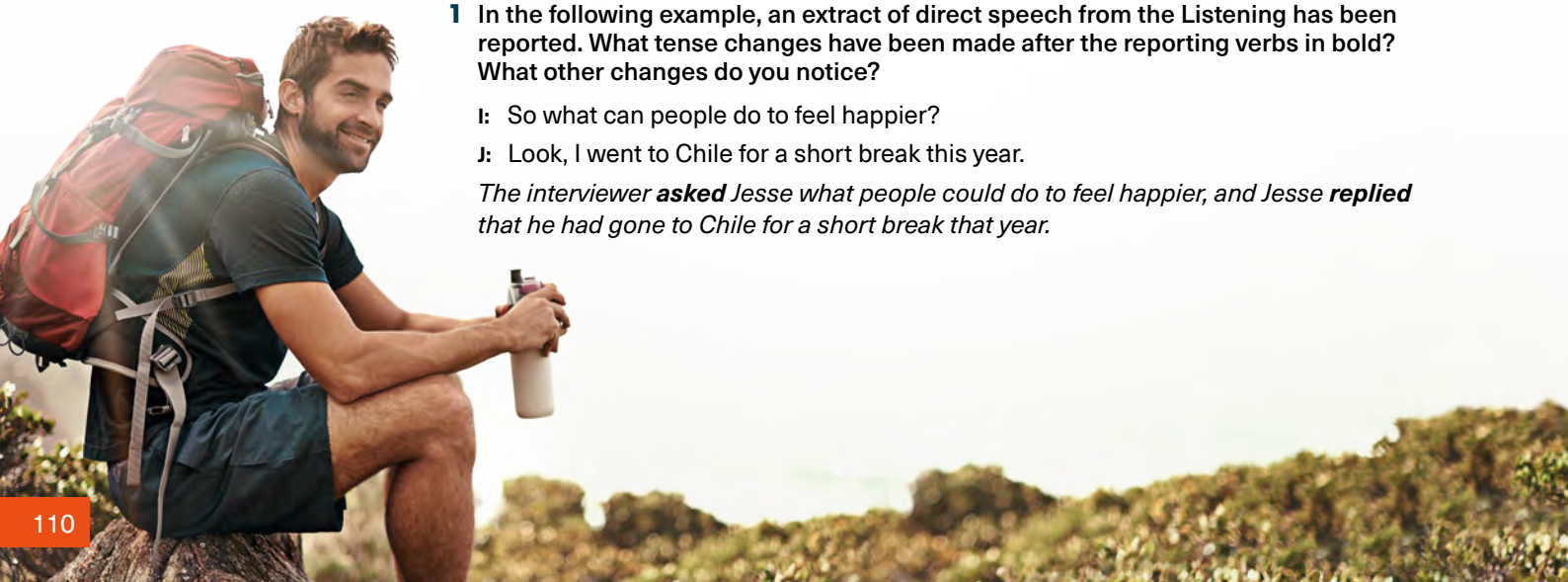
Direct and reported speech

1 In the following example, an extract of direct speech from the Listening has been reported. What tense changes have been made after the reporting verbs in bold? What other changes do you notice?

I: So what can people do to feel happier?

J: Look, I went to Chile for a short break this year.

*The interviewer **asked** Jesse what people could do to feel happier, and Jesse **replied** that he had gone to Chile for a short break that year.*



2 **Rewrite these extracts so that they are in reported speech.**

1 **R:** When I meet up with my friends, I'll often start with all the stuff that's bothering me.

2 **J:** I can look back and remember the fun I had, and nobody can take that joy away from me.

3 **I:** Has recording the podcast affected *you* in any way?

J: Well, it's been helpful for me.

Alternative verb patterns

3 **Many reporting verbs can be followed by alternative verb patterns to the 'that' clause.**

'I should have started younger,' said Dr Evans.

Dr Evans regretted that he had not started younger.

Dr Evans regretted not starting / having started younger.

Match the groups of verbs 1–4 with the corresponding verb patterns a–d.

1	urge	remind	warn	a	(to) doing something
2	promise	agree	refuse	b	to do something
3	suggest	deny	admit	c	someone to do something
4	suggest	insist	agree	d	(that) someone (should) do something

4 **Which group from 1, 2, 3 or 4 above, do these verbs belong to? Some verbs belong to more than one group, as with *suggest* in groups 3 and 4.**

ask demand encourage offer persuade recommend threaten

Verbs and dependent prepositions

5 **Complete the sentences with an appropriate preposition. Use the same preposition for both gaps in each sentence.**

0 Management were able to discourage workers ___*from*___ going on strike, but the union would not be dissuaded ___*from*___ taking legal action.

1 I apologised _____ arriving late, but she thanked me _____ turning up at all.

2 He congratulated me _____ passing my driving test and insisted _____ buying me a drink.

3 She accused him _____ deception and spoke _____ reporting him to the police.

4 The union protested _____ the decision to sack him, but his own colleagues supported the move and argued _____ reinstating him.

5 She consented _____ the interview but objected _____ being photographed.

6 **Go to Ready for Grammar on page 228 for further rules, explanations and practice.**

7 **Complete the direct speech below. Be as creative as possible.**

- 'Don't worry! I'll help you to _____.'
- 'I'm afraid I told _____.'
- 'If I were you, I'd change _____.'
- 'Did you remember to _____?'
- 'There's no way that _____.'
- 'Sure, I'd be happy to _____.'

8 **SPEAK** **Work in groups of three. Take turns reading out a sentence you wrote in Exercise 7 and reporting it.**

A: Don't worry! I'll help you to make a good impression on Julia.

B: What did he/she say?

C: She/he said not to worry, and that he/she would help you ...

7 REVIEW

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

A healthy lifestyle

Staying healthy and feeling young need not involve an expensive gym **(0)** *MEMBERSHIP* and risky cosmetic surgery. There are many cheaper and safer alternatives to choose from. Drinking two litres of water a day, for example, will help people overcome feelings of **(1)** _____, and will provide relief if they suffer from stiff joints. Juices made with various **(2)** _____ of fruit and vegetables will give people a lift and their energy levels will **(3)** _____ increase. Cutting out refined sugar and processed food from the diet will help get rid of **(4)** _____ toxins in the body. Not only does a detox diet **(5)** _____ and re-energise a person physically, but it can **(6)** _____ their mind and improve mental function. The power of laughter should also not be underestimated. According to scientists, it can beat stress, boost **(7)** _____ and improve the ability to learn and **(8)** _____ facts.

MEMBER

TIRE

COMBINE

NOTICE

WANT
PURE
SHARP

IMMUNE
MEMORY

Vocabulary Risk and health

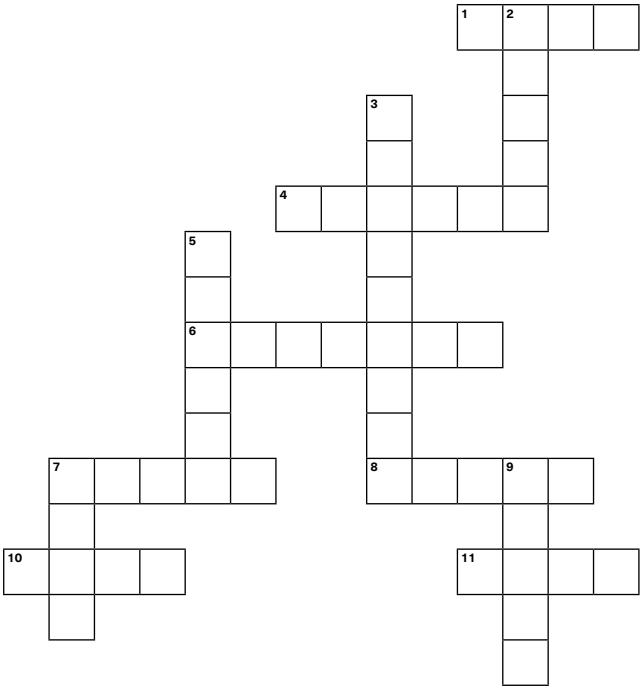
Complete the crossword. The expressions can all be found on page 105.

Across

1 relieve the _____
4 the _____ system
6 an upset _____
7 a mild _____
8 a chipped _____
10 a blocked _____
11 risk life and _____

Down

2 a sprained _____
3 a minor medical _____
5 a torn _____
7 a swollen _____
9 a bruised _____



Language focus Reported speech

1 **In each of the following sentences there is one word that should not be there because it is grammatically incorrect. Cross out the unnecessary word.**

0 Paul said that if he had known we were moving house last week, he would have offered ~~us~~ to come and help.

1 She confessed to being a little unfit and in need of exercise, and she agreed to having run in the local half marathon in April.

2 He complained about he was suffering from hay fever and claimed that a vase of flowers in the school entrance had brought it on on Monday.

3 The teacher reminded us that we should read more and virtually insisted we need buy an English newspaper; I haven't got round to doing it yet, but I will.

4 The transport minister commented to reporters on the need for greater safety on the roads and pointed them out that a number of measures were about to be taken.

5 Mrs Jacobs mentioned that she had had the car repaired five times in the last year and added that she regretted of ever having decided to buy one in the first place.

2 **Report the following sentences without using the verbs *say* or *tell*.**

0 'I didn't take your pen, so please don't shout at me.'

He denied taking her pen and asked her not to shout at him.

1 'You really must come and visit us sometime. You'll love it here, you can be sure of that.'

2 'I'm sorry I haven't phoned earlier – I've been very busy.'

3 'It's a very dangerous part of town, so please, please, don't go there on your own.'

4 'You ought to wear your gloves on the run tomorrow, and don't forget to do some warm-up exercises beforehand.'

5 'It might rain at the weekend, but if it doesn't, I'll take you all to the funfair.'

Writing Part 2 Informal email

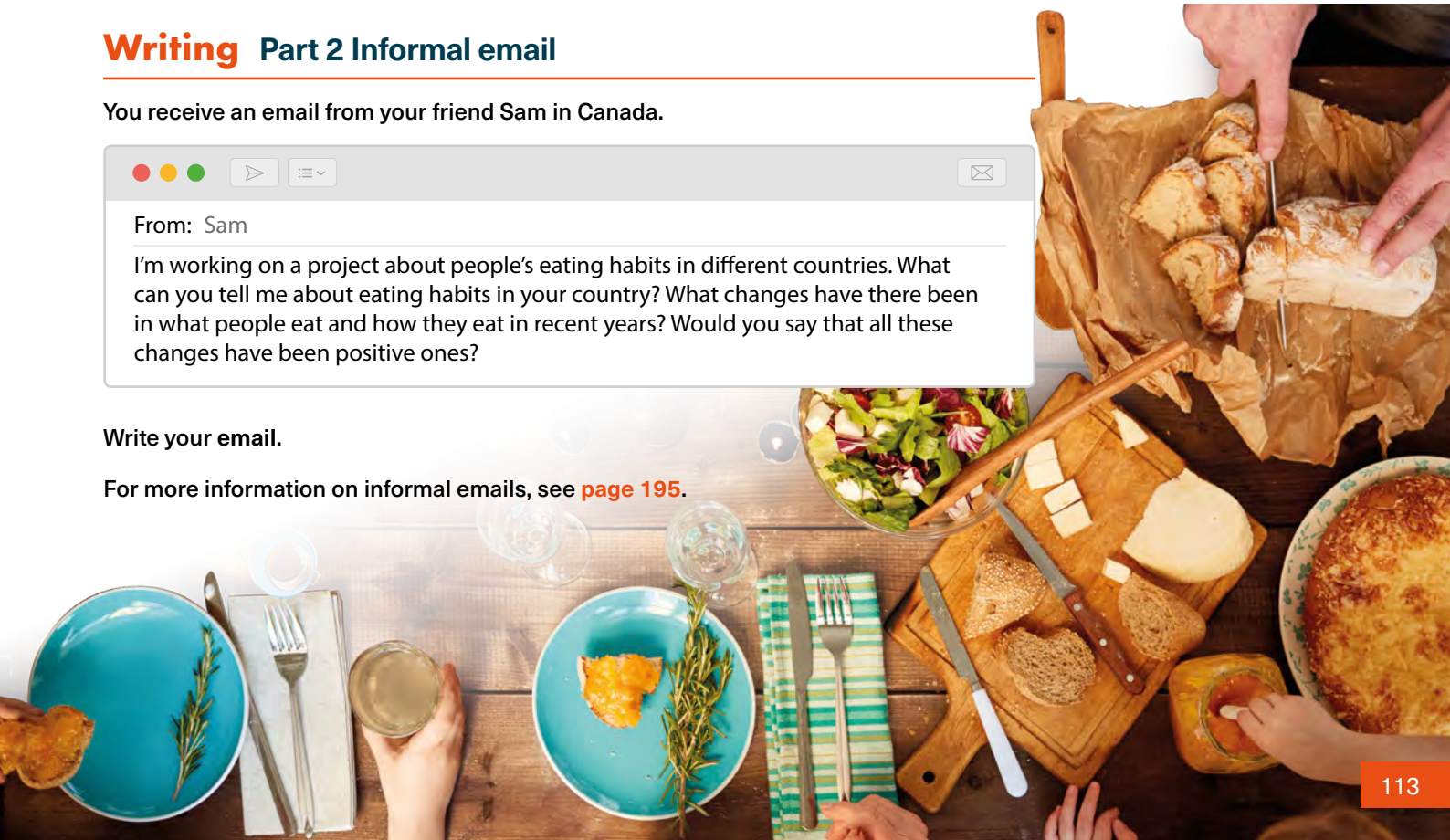
You receive an email from your friend Sam in Canada.

From: Sam

I'm working on a project about people's eating habits in different countries. What can you tell me about eating habits in your country? What changes have there been in what people eat and how they eat in recent years? Would you say that all these changes have been positive ones?

Write your email.

For more information on informal emails, see page 195.



Pronunciation Connected speech: intrusive /w/, /j/ and /r/

1 7.2 **In connected speech, an extra, 'intrusive' sound is sometimes added to link vowel sounds in two consecutive words. Look at these examples, then listen and repeat.**

1 My energy levels are always higher in the morning.
/j/ /r/ /r/

2 I'm usually too exhausted to go out in the evening; I tend to stay at home.
/w/ /w/ /j/ /j/

3 Checking social media is the first and last thing I do each day. We all have our addictions.
/r/ /w/ /j/ /r/

4 If I were on a diet and I saw a piece of chocolate, I'd probably eat it; I have no willpower.
/r/ /r/ /j/

5 Although I do exercise regularly, I don't enjoy it very much.
/w/ /w/ /j/

2 SPEAK Work in pairs. How true are the statements in Exercise 1 for you?

3 Read the information about connected speech and intrusive sounds in the box.

Connected speech: intrusive /w/, /j/ and /r/

In connected speech, when one word ends with a vowel sound and the next word starts with another, we often insert a /w/, /j/ or /r/ sound to link them.

- /w/ is inserted when a word ends with these sounds:
  /uː/ you are /əu/ go on
- /j/ is inserted when a word ends with these sounds:
  /iː/ the end /ei/ pay it /ai/ high enough /oi/ boy and girl
- /r/ is inserted when a word ends in the letter *r* or *re*, or the vowel sounds /ə/ or /oː/.
  more eggs four apples /ə/ media and news /oː/ law and order

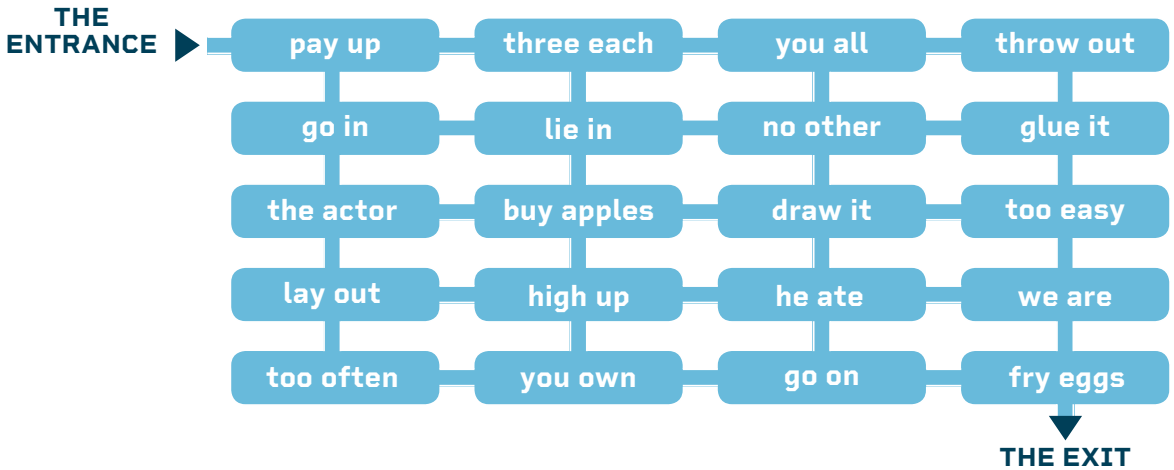
4 In 1–5, draw (‿) between the words where you think there will be an intrusive sound and write the sound.

1 The only exercise you ever get is when you go into the kitchen for something to eat.
2 We shared a tray of tea and cakes and talked through our ideas for a new office.
3 I want to draw a picture of the sky at night, but I have no idea at all how to go about it.
4 If the expression 'we are what we eat' is true, then I'm not sure I like who I am!
5 We were on our way to our dance class when we saw a deer in the park.

5 7.3 **Listen to check your answers to Exercise 4.**

6 SPEAK Work in pairs. Take turns to read the sentences in Exercise 4 aloud.

7 SPEAK Find your way through the maze by finding words linked by /j/.



8

THIS IS THE MODERN WORLD

KEY LANGUAGE

Determiners and pronouns
Future forms
Cost and amount
Verbs formed with *up*, *down*, *over* and *under*

PRONUNCIATION

Connected speech: catenation

EXAM PRACTICE

Reading and Use of English Parts 1, 2, 4 & 7
Writing Part 2
Listening Parts 2 & 4
Speaking Parts 1, 2, 3 & 4

Work with a partner. Discuss the questions.

1 Would you like to be very rich? Why/Why not?
2 Over the past few years, has the way you buy or pay for things changed very much?
3 What are the pros and cons of shopping online, in your opinion?
4 What kind of gadgets do you think you will be using at home in the future?
5 How important is it for people to keep up to date with developments in technology?

8 THIS IS THE MODERN WORLD

Reading and Use of English Part 7 Gapped text

1 **SPEAK** Read the quotes from four historical figures. What does each person say or imply about money and wealth? Do you agree with them?

I must say I hate money, but it's the lack of it that I hate most.

Katherine Mansfield

The only way not to think about money is to have a great deal of it.

Edith Wharton

Wealth consists not in having great possessions, but in having few wants.

Epictetus

An investment in knowledge pays the best interest.

Benjamin Franklin

2 You are going to read part of an article about the psychological effect that money has on our behaviour. Six paragraphs have been removed from the extract. Choose from paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

Modern values

Mark Buchanan asks whether the desire for money and status has increased in modern times, and if so, what might be driving it?

Cash, *currency*, *greenbacks*, *dosh*. Just words, you might say, but they carry a weird psychological force. Chew them over for a few moments and you will become a different person, according to one recent US study which found that simply thinking about money makes people less inclined to help or cooperate with others.

1

Yet the evidence shows that money is a very different tool altogether, stirring up stress and envy and other strong emotions. And of course, not everyone will treat money in the same way. Some people, for example, will become addicted to accumulating it, secure in the thought they have enough put away for a rainy day. They see money as a surrogate friend, offering reassurance about the future.

2

So, while some economists would have us believe that it is merely a means of transaction, we can see from those two groups that money exerts a powerful psychological force over us. In fact, some psychologists have been testing the theory that our emotional response to money is biologically driven. Professor Barbara Briers is one of them. She decided to test whether our appetite for cash is directly related to our appetite for food, in an attempt to provide an evolutionary explanation for our motivation to strive for money in present-day societies.

3

Briers reckons this indicates that our brain processes ideas about money using the same pathways evolved to think about food, so that in our minds the two are synonymous. Professor Daniel Ariely of the Massachusetts Institute of Technology accepts the influence of evolution, but is also looking at the influence of the 21st century. He suggests that modern society now presents us with two distinct sets of rules – making our attitude to money even more complex.

4

Then there is a set of market norms – the principles that apply in business situations. These revolve around money and competition, and encourage individuals to put their own interests first. This ability to assess which set of norms applies in a particular situation is important in guiding our behaviour, Ariely says. It allows us to avoid making foolish mistakes –expecting too much trust in the midst of a competitive business negotiation, for example.

5

This doesn't seem to happen very often because we recognise the cues associated with the realm of market norms, as demonstrated in a recent experiment carried out by Professor Kathleen Vohs and colleagues at the University of Minnesota. The team got student volunteers to complete a challenging activity in which they had to arrange a series of discs into two patterns. But before doing this, they were split into two teams. The first was asked to make sensible phrases from a group of words unconnected to money (such as 'cold', 'desk' and 'outside') and the other team made phrases from a group of words that were money-related (including 'salary', 'cost' and 'paying').

6

Vohs suggests there is a simple dynamic at work here. 'Money makes people feel self-sufficient,' she says. 'They are more likely to put forth effort to attain personal goals, and they also prefer to be separate from others.' The touchy-feely side of us may disapprove of such behaviour, but it is useful for survival.

A The study findings seemed to confirm that this is the case. Subjects were less likely to donate to charity on an empty stomach than a full one, and those instructed to dream about a big lottery win went on to consume the most in a taste test.

B This seems all the stranger when you consider what money is supposed to be: a medium of exchange making economic life more efficient. Just as an axe allows us to chop down trees, money allows us to have markets that, traditional economists tell us, dispassionately set the price of anything from a loaf of bread to a painting by Picasso.

C Then there are those who almost do the opposite, maxing out their credit cards as they relish the thrill of spending money on new clothes, eating out and so on. Research shows their brains react to money as they would to a drug.

D In order to do this, people need to balance the pursuit of extrinsic aspirations such as wealth and fame, with the pursuit of intrinsic ones, such as building and maintaining relationships.

E The researchers noted that the subjects who had been given the latter set then worked on the difficult main task for a very long time before asking for help. The same subjects were also unwilling to assist anyone else with the task.

F Offering to pay your mother-in-law after she has cooked you a nice meal would be equally inappropriate. 'When we keep social norms and market norms on separate paths, life hums along pretty well,' says the professor. 'But when they collide, trouble sets in.'

G On the one hand we have 'warm and fuzzy' social standards of behaviour to conform to, designed to foster trust and cooperation and long-term relationships which are mutually beneficial.

3 SPEAK Look at the pictures and discuss the following questions.

1 How do you feel about money? Are you the kind of person who saves for a rainy day, or do you get a thrill from spending money?

2 If you were a billionaire, would you spend your money on a luxury lifestyle or would you have other priorities?

Speaking Part 3 Collaborative task

1 SPEAK Here are some things that people might need to consider before buying something. Talk with your partner about how important it is for people to consider these things.

how long it might last
How important is it for people to consider these things before buying something?
whether it is worth the money
the brand or label
where it was made
the opinions of others

2 Now decide together which two of these things are the least important for young consumers.

Useful language

Agreeing with your partner

I see your point. / (That's a) good/fair point. / You have a point there.

On the whole/Generally I agree with you/with what you're saying.

That's so true/exactly how I feel.

I couldn't agree with you more.

I suppose/guess so. (weak agreement)

Disagreeing with your partner

I'm afraid I disagree.

I don't think so/that's necessarily true.

That's not always the case.

No way! I totally disagree. I think the exact opposite is true. (strong disagreement)

Speaking Part 4 Further discussion

SPEAK Work in pairs. Discuss the following questions.

1 Why do you think online shopping has become so popular?

2 Some people think that advertising has more of a negative effect on people than a positive one. What do you think?

3 How do you think that people can be encouraged to re-use and recycle rather than buy new things?

4 Do you think that children should be taught about managing money before they leave school?

5 Some people believe that society has become too materialistic nowadays. What's your opinion?

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Home Blog Archives

Benefits of a minimalist lifestyle

Nowadays, many people are questioning whether they need quite **(0)** *SO* much stuff in their homes, from old jackets long forgotten at the back of wardrobes **(1)** ..... bulky gadgets filling up kitchen cupboards. They believe that by disposing **(2)** ..... unnecessary items and reducing general clutter, their general state of mind will improve.

If the thought of starting the 'decluttering' process seems overwhelming, the advice offered online **(3)** ..... well be helpful. Minimalist bloggers suggest, for example, that people start with one area that particularly bothers them, and visualise **(4)** ..... they want it to look like. Alternatively, for those **(5)** ..... can afford it, there is the option of hiring a professional declutterer.

Because it is easy to give **(6)** ..... to temptation when out shopping, some bloggers suggest setting a weekly budget, so no new items are bought on impulse. This approach can certainly deter people from living **(7)** ..... their means. And since it is often compulsive spending which **(8)** ..... to debt, cutting up the credit card is also recommended.

Don't forget!

- Always read the text through once before you start to fill the gaps.
- Look carefully at the words and sentences both before and after a gap.

Speaking Part 2 Long turn

1 **Look at these pictures. They show people in frustrating situations.**

Student A: Compare **two** of the pictures and say what might be frustrating the people, and how the situation could have been prevented.

Student B: When your partner has finished talking, say which situation might take the least time to resolve.

2 **Now change roles. Go to the Additional materials on page 206.**

What might be frustrating the people?
How could the situation have been prevented?

Listening Part 2 Sentence completion

1 **SPEAK** Why do people play or watch other people play video games? In what ways do you think video games might have changed over the years?

2 8.1 You will hear a man called Andy Brown, the owner of a video games development company, giving a talk to a group of students on the gaming industry. For questions 1–8, complete the sentences with a word or short phrase.

THE GAMING INDUSTRY

Andy refers to modern games as the product of a **(1)** '.....' between art and science'.

Andy says that gaming is now part of **(2)** ....., rather than being an activity just for young men.

Andy explains that **(3)** ..... is currently providing developers with inspiration.

Andy's team are experimenting with **(4)** ..... to help create different moods in a game.

In Andy's opinion, the themes of combat, problem-solving and **(5)** ..... are essential in game design.

Andy says there is a lack of **(6)** ..... about gaming in the media.

According to Andy, parents and teachers are unaware of the **(7)** ..... within the gaming industry.

Andy emphasises how a young person's creativity and **(8)** ..... can be developed by gaming.

3 **SPEAK** Work in small groups. Which of Andy's beliefs below do you agree with?

- Modern games engage the player emotionally and intellectually.
- Gaming is no longer just an activity for young men.
- Gaming helps develop a young person's creativity and rational thinking.

Language focus Determiners and pronouns

1 **Complete the following extracts from the Listening with a word from the box. You need to use one of the words twice.**

another both every many one

In **(1)** _____ respect, the older games and modern games are similar, but they're very different in **(2)** _____.

(3) _____ modern games engage the player emotionally and intellectually.

Whether it's a Sony PlayStation® or Xbox®, pretty much every household has **(4)** _____.

It's no longer black and white – but **(5)** _____ shade of grey.

... parents and teachers **(6)** _____ seem to overlook something important about the gaming industry ...

Check your answers in the Audioscript on pages 244–245.

2 **Determiners, which come before nouns, are often used to talk about quantities and amounts.**

*I don't think we've got **enough** evidence to show that gaming can improve your reaction time.*

Many words which are determiners can also be used on their own as pronouns. Pronouns are used instead of nouns.

We need more evidence to show that gaming can improve your reaction time.
*We haven't got **enough**.*

Look at the extracts in Exercise 1 and decide whether each of the words you have written is used as a determiner or a pronoun.

3 **Determiners can be used before singular nouns, plural nouns, uncountable nouns or nouns of more than one type. In 1–3, cross out the grammatically incorrect word.**

0 *All* / ~~*Much*~~ / *Some* / *No* mobile phones have this facility.

1 *No* / *Each* / *All* / *Neither* player is allowed to handle the ball in this game.

2 This happens on *many* / *very few* / *every* / *most* days of the year in my country.

3 *A lot of* / *Very little* / *Several* / *No* fruit is this colour.

4 **For each correct alternative in the sentences in Exercise 3, discuss what the speaker might be referring to.**

0 All mobile phones can be used to speak to people and send text messages.

5 **Sometimes more than one determiner can be used before a noun. Cross out the incorrect alternative(s).**

1 I go swimming *every many* / *every few* weeks.

2 I'll be on holiday in *another one month* / *another few months*.

3 There are *no other* / *no many* languages I'd like to learn.

6 **SPEAK Work in pairs. How true are the sentences in Exercise 5 for you? If necessary, use a different phrase to form a true sentence.**

7 **Go to Ready for Grammar on page 230 for further rules, explanations and practice.**

8 **SPEAK Have a three-minute conversation with your partner on one of the following topics. Try to include at least four determiners and pronouns. At the end of the three minutes, tell your partner which expressions they have used.**

Entertainment Health and fitness The media
The natural world Relationships Technology Weekends

Vocabulary Cost and amount

1 **The words/phrases in bold from the Listening task refer to cost or amount.**

... **in large part**, the internet's been overtaken ...

There's just a **modest** subscription **fee** for the premium content.

In 1–6 below, use the information in the first sentence to complete the second, more formal sentence. You should write two words in each gap; one from box A, and a noun from box B.

A ~~extra~~ full great high large no small

B ~~charge~~ cost deal discount limit number refund

0 We can do this if you pay a little bit more.
This can be arranged for a small *extra charge*.

1 You can send in as many entries as you like.
There is _____ to the number of entries that can be submitted.

2 If so, we'd give you all your money back.
If this were the case, you would be entitled to a _____.

3 The press are really interested in the event.
The event has attracted a _____ of media interest.

4 It's a bit cheaper if you pay cash.
We offer a _____ if you pay cash.

5 We've put up the price because it's very expensive to send it by rail now.
The current _____ of rail transport has resulted in a price increase.

6 A lot of customers have complained.
We have received a _____ of complaints from customers.

2 **SPEAK** **Work in pairs. Discuss the possible context for each of the completed sentences 1–6 above.**

Listening Part 4 Multiple matching

1 **8.2** **You will hear five short extracts in which people are talking about their favourite science blogs.**

TASK ONE

For questions **1–5**, choose from the list (**A–H**) what each speaker particularly likes about the science blog.

A the balanced approach
B the international coverage
C the level of detail
D the historical aspect
E the relevance of topics
F the enjoyable style of writing
G the supporting images
H the references to researchers

Speaker 1 [ ] 1
Speaker 2 [ ] 2
Speaker 3 [ ] 3
Speaker 4 [ ] 4
Speaker 5 [ ] 5

TASK TWO

For questions **6–10**, choose from the list (**A–H**) one criticism each speaker has about the science blog.

A outdated content
B irregular posting
C occasional repetition
D insufficient evidence
E biased attitude
F use of jargon
G confusing visuals
H pessimistic tone

Speaker 1 [ ] 6
Speaker 2 [ ] 7
Speaker 3 [ ] 8
Speaker 4 [ ] 9
Speaker 5 [ ] 10

While you listen you must complete both tasks.

Don't forget!

There are two questions for each speaker: one in Task One and one in Task Two. Three of the options in each list are not used.

2 SPEAK Discuss the pros and cons of some of the ideas mentioned by the five speakers.

One day soon, more and more people will

- have microchips inserted under their skin.
- live for at least 120 years.
- be able to sell and/or share solar energy they have collected.
- be learning through virtual reality headsets.
- be heading into space – to explore and perhaps to colonise other planets.

Language focus Future forms

1 In these sentences from the Listening task, which of the verb forms in bold refers to
a) an activity that will be in progress at a certain time in the future?
b) an event that will be finished before a certain time in the future?

Maybe in ten years' time, our **kids'll be getting** an education without physically being in class.

Eventually we're going to run out of resources on Earth, but hopefully **we will have managed** to colonise other planets before that happens.

2 For each pair of sentences 1–10, decide if the meaning is similar (S) or different (D). If the meaning is different, explain what is meant by each sentence.

1 I hope she passes. **S / D**
I expect she'll pass.

2 We're going to meet at seven. **S / D**
We're meeting at seven.

3 Will you come to the show on Friday? **S / D**
Will you be coming to the show on Friday?

4 Hassan might well win the next race. **S / D**
Hassan should win the next race.

5 The Brighton train is due to leave at 6.20. **S / D**
The Brighton train leaves at 6.20.

6 I'm about to lose my temper. **S / D**
I'm on the point of losing my temper.

7 She's bound to get the job. **S / D**
She's likely to get the job.

8 They're thinking of getting married. **S / D**
They're planning on getting married.

9 The government is to spend €45 million on health care. **S / D**
The government is expected to spend €45 million on health care.

10 That'll be Lorenzo texting me. **S / D**
That Lorenzo will keep texting me!

3 The final pair of sentences (10) in Exercise 2 do not refer to future time. What time(s) are they referring to?

4 Go to Ready for Grammar on page 232 for further rules, explanations and practice.

5 SPEAK Work in pairs. Choose one of the following scenarios and then follow the instructions.

An interview with ...

- a politician
- a celebrity
- an astronnaut

1 Together, brainstorm and note down a set of questions to ask during the interview. Make sure some of these questions focus on the future.
2 Decide who is going to be interviewer and interviewee.
3 Do your interview in front of your classmates. Ensure you use some future forms in both the questions and answers.

A: So, is it true that you are on the point of resigning from your position?
B: Absolutely not. In fact, I'm planning on staying in the job for at least another five years.

Vocabulary Verbs formed with *up*, *down*, *over* and *under*

1 **SPEAK** Work in pairs. *Up*, *down*, *over* and *under* can be used to form a number of verbs. Read the extracts from the Listening. Discuss the meaning of the words in bold using the context to help you.

1 ... the internet's been **overtaken** by people desperate to express their opinion.
2 ... if humans haven't all been **upgraded** with microchips in their arms by then.
3 ... I often **download** and print them off.
4 ... I don't think we can **understate** the importance of moving away from fossil fuels.

2 Complete the sentences with the correct form of a verb from the box.

downplay downsize ~~overhear~~ overrule overthrow
undergo uphold uproot undertake

0 We closed the door to prevent anyone *overhearing* our conversation.
1 The military government was _____ by a popular uprising and democratic elections were held.
2 The company has been _____ its operations, leading to the closure of a number of factories.
3 The Court of Appeal had been expected to _____ the judge's decision, instead of which it was _____ and Jenkins had to serve out his sentence.
4 The two leaders _____ to find a peaceful solution to the crisis and arranged to meet again.
5 Although the actor is still _____ tests, doctors are _____ the seriousness of her illness.
6 During the war, thousands of children were _____, forced to leave family, home and school.

Writing Part 2 Report

1 **SPEAK** Work in groups. Discuss what apps or websites you use for language learning.

2 Some language schools have multimedia rooms or learning centres where students can do extra study. In your opinion, what would the ideal multimedia room or learning centre offer in terms of technology and services? Add to the table below.

Technology	Services
Really fast broadband	*Appointments with teachers for individual learning advice*

3 What do you think these student comments might refer to?

1 'It's stuffy and crowded.'
2 'Most of them are in American English.'
3 'I think some of it is out-of-date.'
4 'There aren't enough of them, so you can never get on one.'
5 'The recordings are poor quality.'
6 'It would be good to have a wider range.'
7 'The memory is too small for so many programs.'
8 'I can't hear myself think!'
9 'There's no-one available when something goes wrong.'

4 **Work in pairs. Read the Part 2 task below and discuss**

1 who your target reader is.
2 what the tone of your report should be (e.g. critical, persuasive, complimentary).
3 what the general content would be for each paragraph of your report.
4 what headings you would choose.

You help out in the multimedia centre at a language school called Lowcroft Academy. The school's director has asked you to write a report on the centre with a view to making improvements.

Your report should

- refer to the opinions of students
- make suggestions for improvements
- say in which areas spending could be reduced.

Don't forget!

- The title of your report should be clear and factual, for example:
  Report on Lowcroft Academy Multimedia Centre
- Use headings to introduce main points, such as:
  Introduction, *Survey findings*, *Recommendations for improvements*

5 **Reports are often based on information you have collected. In this case, you might collect your information from students and/or teachers. Cross out the word or phrase which least appropriate.**

The **(1)** *aim* / *point* / *purpose* of this report is to **(2)** *mention* / *propose* / *recommend* ways in which facilities and services at the multimedia centre can be **(3)** *enhanced* / *improved* / *increased,* and also to **(4)** *outline* / *describe* / *suggest* where savings can be made. The recommendations are based on the opinions of students that **(5)** *carried out an investigation* / *completed a questionnaire* / *responded to a survey.*

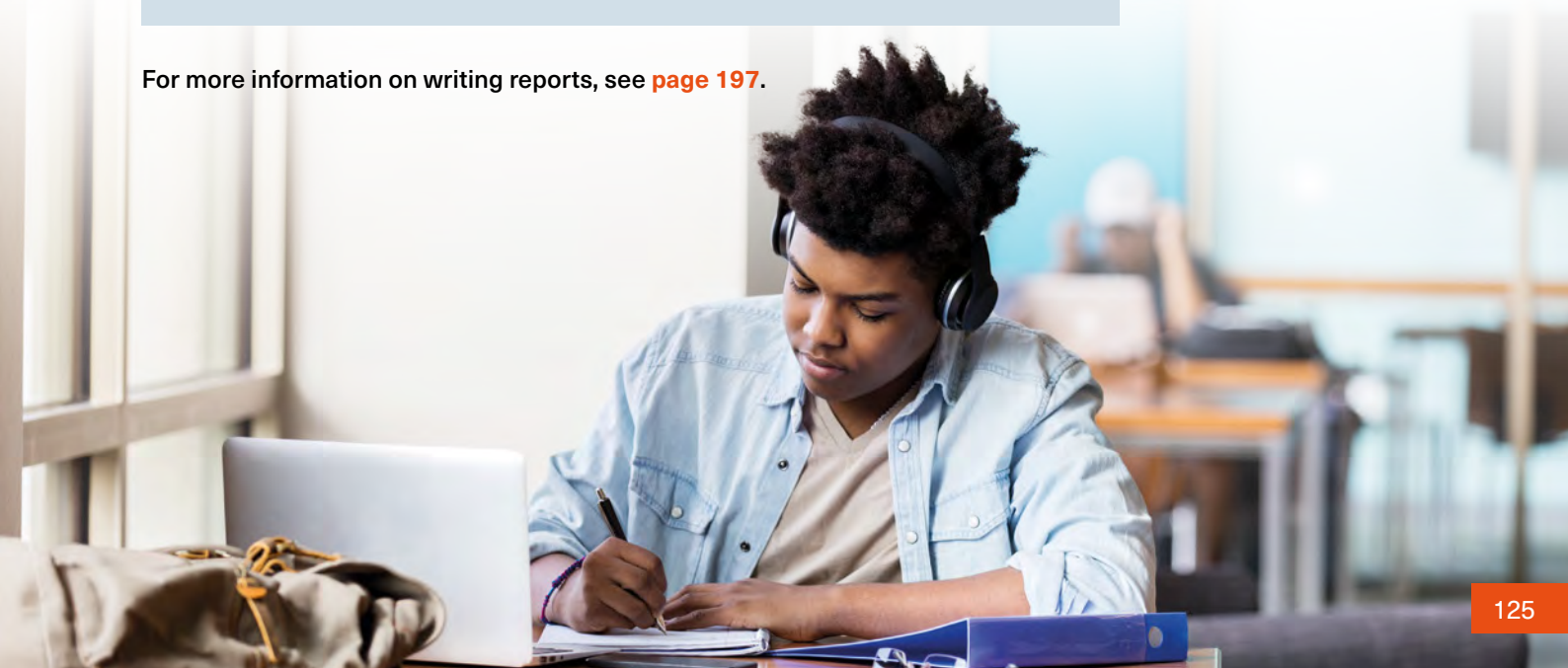
6 **Now write your report in 220–260 words.**

Useful language

Making formal recommendations for a plan of action

In light of the results of the survey/these findings/these issues/these observations, ...
Taking all the above survey results/findings/issues/observations into consideration, ...
One idea/option would/might be to ...
It is strongly recommended that ...
The best plan of action would be to ...
It is essential/vital that ...
I would suggest/highly recommend that ...

For more information on writing reports, see page 197.



8 REVIEW

Language focus Determiners and pronouns

Complete the sentences with a word from the box. You do not need to use all the words.

all another any both each either every
few little many much other others neither

1 I've nearly finished it – I just need _____ couple of weeks.
2 My computer class is every _____ day: Monday, Wednesday and Friday.
3 This is my favourite cheese, but there are one or two _____ I really like as well.
4 It took us a good _____ hours to drive to Leeds.
5 I was very tired, but there seemed _____ point in going to bed until the storm had passed.
6 I have to go to the dentist's three times a year, about once _____ four months.
7 I've got two brothers and _____ of us is different in some way.
8 Where have you been _____ this time? We've been worried sick!
9 You can pay as _____ as €20,000 for a mobile phone number.
10 Has _____ of you two got a pen you could lend me?

Reading and Use of English Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

GADGETS FOR THE FUTURE

Over the years, the *Future Product of the Year Award* has often attracted unusual entries. One memorable competition was when inventors Stuart Penny and Gianni Tozzi **(0)** *C* the *Inculpable Mousetrap* forward for the judges' consideration. The pair have always viewed their invention as a philosophical exercise and acknowledge that it's unlikely to **(1)** _____ commercial success. The idea was that users would **(2)** _____ the trap before leaving home. If a mouse **(3)** _____ to approach the trap, a transmitter would send a signal to the user's phone, asking them to make a tough decision: should the trap be activated or should the mouse be **(4)** _____ off and allowed to go free?

Doing **(5)** _____ with the mousetrap for an award was Rachel Wingfield's hi-tech duvet, which she had hoped might **(6)** _____ the end of traditional alarm clocks. At a time of the user's choosing, tiny electric currents could be sent through electro-luminescent cords woven into the duvet. The resulting glow was **(7)** _____ to simulate the natural dawn, **(8)** _____ the sleeper into their day.

0	**A** left	**B** placed	**C** put	**D** laid
1	**A** favour	**B** welcome	**C** appreciate	**D** enjoy
2	**A** fix	**B** attach	**C** set	**D** fasten
3	**A** happened	**B** occurred	**C** chanced	**D** arose
4	**A** made	**B** called	**C** let	**D** held
5	**A** combat	**B** battle	**C** struggle	**D** contest
6	**A** dictate	**B** write	**C** compose	**D** spell
7	**A** pretended	**B** assumed	**C** supposed	**D** suggested
8	**A** easing	**B** relieving	**C** smoothing	**D** aiding

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 Jake used his month's free membership really well by going to the gym every single day.

MOST

Jake _____ his month's free membership by going to the gym every single day.

2 'We have already done some extensive research,' Professor Johansson told the reporters.

DEAL

Professor Johansson told the reporters that a great _____ done already.

3 Each and every one of our employees has contributed to the great success of our company.

SINGLE

The great success of our company is due to the contribution _____ our employees.

4 Can we please stay on one channel when we're watching TV?

KEEP

I wish you _____ the channel when we're watching TV.

5 I'd say that the chances of Ian rejecting their offer are very low.

HIGHLY

I'd say that Ian is _____ their offer down.

6 I expect they will cancel Saturday's match because the field is so muddy.

BOUND

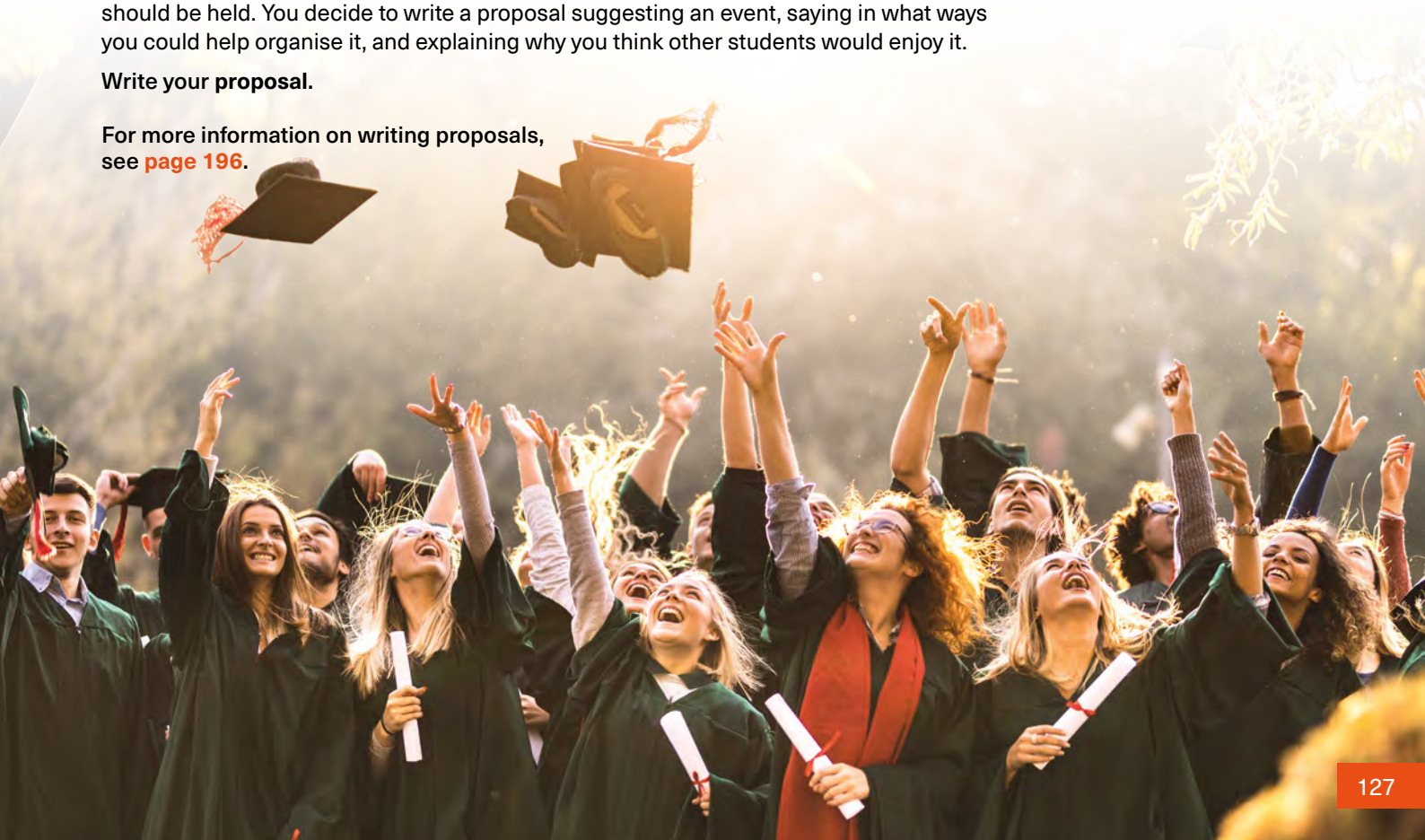
The field is so muddy that Saturday's match _____ off.

Writing Part 2 Proposal

Your college plans to hold its annual graduation event in a few months' time. The college principal has asked students to give their opinions about what kind of event should be held. You decide to write a proposal suggesting an event, saying in what ways you could help organise it, and explaining why you think other students would enjoy it.

Write your proposal.

For more information on writing proposals, see page 196.



Pronunciation Connected speech: catenation

1 8.3 Listen to the extracts from the Listening task on page 120. Where you see (‿), the speaker says the two words together as if they were one. What do you notice about the sounds that link those words?

It's no longer black‿and white, but‿every shade of grey.

It's‿a case of trial‿and‿error.

I've got‿a vested‿interest‿in‿all this.

2 SPEAK Practise reading aloud the extracts in Exercise 1, linking the same words together as the speaker you listened to.

Catenation

Catenation is one way that words are linked together in connected speech. When one word ends with a consonant sound and the next word begins with a vowel sound, speakers often join the two words together without pausing between them. This can sometimes make it difficult to hear where one word ends and the next one begins.

3 SPEAK In the following sentences, mark (‿) those words which could be joined using catenation. Then practise reading the sentences aloud.

1 a We've got to dance first of all.
  b We've got a dance festival
2 a He took it all apart.
  b He took a taller part.
3 a I want to pack it in an ice box.
  b I want a packet, tin and nice box.
4 a She softens it in there.
  b She's often sitting there.
5 a This coffee's bad; I'm making a bit more.
  b This cough is bad; I'm aching a bit more.

4 SPEAK Work in pairs. Think of a context for each of the sentences in Exercise

3. *1a The speaker might be planning to put on a show with some friends. Someone suggests they start the show with a song, to which the speaker replies, 'We've got to dance first of all.'*

5 8.4 Listen to five short extracts and decide which sentence, a or b, each speaker says from 1–5 in Exercise 3.

Speaker 1 _____
Speaker 2 _____
Speaker 3 _____
Speaker 4 _____
Speaker 5 _____

6 SPEAK Work in pairs.

Student A: Turn to page 202 and follow the instructions.

Student B: Turn to page 211 and follow the instructions.

9 GOING PLACES

KEY LANGUAGE

Creating emphasis
Describing an adventure
Anger
Alternatives from the same prompt word

PRONUNCIATION

Chunking

EXAM PRACTICE

Reading and Use of English Parts 2, 3, 4 & 8
Writing Part 1 & 2
Listening Parts 2 & 3
Speaking Parts 1 & 2

Work with a partner. Discuss the questions.

1 What kind of activities do you enjoy doing on holiday?
2 Would you say you are a good travelling companion? Why/Why not?
3 Are there any countries you would particularly like to visit? Why?
4 Do you think it's a better idea to travel alone or in a group?
5 How necessary do you think it is for people to travel and experience other cultures?

9 GOING PLACES

Reading and Use of English Part 8 Multiple matching

1 **SPEAK** **Work in small groups. Imagine you are organising an expedition to raise money for charity. Your aim is to climb Mount Stanley in Uganda, and attempt to reach this mountain's highest point, Margherita Peak (5109 metres).**

- What sort of people would you want in your team?
- What would you need to take with you on the climb?
- What difficulties do you think you might face?

2 **You are going to read an article about a climbing group's experience of ascending Mount Stanley. For questions 1–10, choose from the sections (A–E). The sections may be chosen more than once.**

In which section of the article does the writer refer to

the group not considering an alternative and easier route?	1
the realisation that his group caused problems for the people helping them?	2
feeling that his success on this climb made up for earlier failures?	3
his recognition of the skill involved in certain construction work?	4
a reservation concerning the ability of the people assisting the group?	5
his acknowledgement that a name is particularly appropriate?	6
his melancholy feeling about the end of a relationship?	7
being inspired by the view despite his physical exhaustion?	8
his doubt about the likelihood of the group's success?	9
participation in the climb having a positive effect on a relationship?	10

Vocabulary Describing an adventure

1 **The adjectives below are all used in the article (line number in brackets). In 1–6, decide which of the nouns in each group does *not* collocate with the adjective.**

1	arid (*3*)	desert / island / landscape / jungle
2	intrepid (*5*)	traveller / scenery / group / voyage
3	idyllic (*7*)	spot / companion / conditions / setting
4	swirling (*29*)	mist / water / wind / sun
5	gruelling (*36*)	hike / climb / stroll / race
6	exquisite (*38*)	waterfalls / flowers / earthquakes / views

2 **Use the context to work out the meaning of the bold phrasal verbs in the article.**

3 **Complete sentences 1–7 with the correct form of a phrasal verb in the box.**

kick in ring out run into set off set out turn out win through

1 In a fight-or-flight situation like this, the adrenalin will _____ very quickly.
2 A shot _____ and the race to get down the slope began.
3 We _____ to raise enough money for a six-week trek, but we ended up with twice the amount we needed.
4 It _____ that no one had remembered to pack the mosquito repellent.
5 Despite the storm, his sheer perseverance _____ and the boat arrived safely in port.
6 Unsure of our location, we split into groups and _____ in different directions.
7 Five minutes after we left shore, we _____ trouble.

4 **Tell your partner a brief anecdote – invented or true – about an experience or adventure you had.**

Welcome to **Margherita Peak**

Margherita is Mount Stanley's highest peak, offering stunning views at 5,109 m. John McKinnell was determined to see them for himself.

A The 2nd-century maps of Greek geographer Ptolemy were the first to label Uganda's Rwenzori mountains as the Mountains of the Moon, yet unlike the moon, they are not remotely arid or colourless. However, since they convey such a sense of total inaccessibility, strangeness and wonder, it's understandable how almost two millennia later, visitors are still referring to them in the same way. And so there we were, our intrepid group of seven, **setting out** to attempt the eight-day trek that would take us up Mount Stanley to Margherita Peak, accompanied by 18 support people. Although conditions were idyllic, I soon had a sense of foreboding – it stemmed from an exhausted party of Russian climbers we **ran into** on that first day. They had failed to conquer Margherita, despite attempting it in perfect conditions. Would we be as lucky with the weather, I wondered, and would we be skilled and strong enough to reach that sign at 5109 m saying, 'Welcome to the highest point in Uganda'?

B Unfortunately, one of those questions was soon answered: tropical heat gave way to heavy rain. Still, on the first day, I found the paths excellent considering that Mother Nature is determined to convert them into streams and rivers – they are a testament to huge effort and proficiency on the part of their builders. On day two we reached the fringes of the alpine zone. On day three, we were squelching through swamps as the trail took us up to 4000 m. It is at this point that altitude sickness often **kicks in**. The escape option involves completing a lower altitude circuit that skirts the main peak and reaches camp five a day ahead of schedule. This was not something we contemplated doing.

C By day five, we were ready to tackle the Stanley Glacier. Crampons were strapped to boots, and the ice axes came into their own as we **set off** in two groups of four climbers, each linked by a 60 m rope. Our guides, Jeremiah and Sebastian, were supremely confident in finding the best route, but less wonderful in their technical guidance. We were perhaps halfway across the glacier when a desperate cry **rang out** as Rebecca nearly plunged into a deep crack in the ice. The guide wasn't in a position to stop her fall, but fortunately Andrew and I managed to hold her on the rope. Crunching across the glacier was otherwise enormously enjoyable. Things got steeper as we approached the final rocky ascent, with the peak becoming more of a lung-bursting climb than we had anticipated. But as I stood puffing and panting at the top, the swirling mist parted sufficiently for a brief glimpse of nearby Alexandra Peak, which lifted my spirits further.

D For all of the team, nearing the top of Margherita Peak was close to a religious experience. For teenagers David and Rebecca, and their dad Stephen Viljoen, this was an amazing bonding experience, an achievement sweetened by its sharing. Andrew Kenny, at 60-plus, had constant, nagging doubts about this adventure, yet **won through** with his dogged perseverance. I choked back tears as I stepped up to the very top, which represented vindication for two very gruelling attempts – in vain as it **turned out** – to climb Mount Kenya's Batian peak in similarly poor weather.

E On the way down, as we explored exquisite waterfalls, rushing rivers and silvery mists, I knew our hike was nearing its end. While comforts like hot showers and fresher food beckoned, I was already regretting the imminent parting from our guides and porters, with whom we had forged friendships. An endearing evening ritual at every hut along the trail was a pep talk from the guides – they'd praise our efforts and exhort us to maintain our excellent job of working together. In reality, in terms of cohesion, we must have been a guide's worst nightmare as we tended to string ourselves out ahead, behind, and in between our guides and porters. Back home, my wife met me at the airport and asked about the trek. 'It was wet,' I said. 'Wet, long, difficult and cold. But it was the achievement of a lifetime.'

Listening Part 2 Sentence completion

1 **SPEAK** Work in pairs. Look at the photos of Queenstown, New Zealand. What kind of tourists do you think might choose to go there?

2 9.1 You will hear a student called Amelia Pond giving a presentation about her work placement at the front desk of a hotel. For questions 1–8, complete the sentences with a word or short phrase.

AMELIA POND: WORKING ON THE FRONT DESK

Amelia says that **(1)** _____ has little impact on the hotel she chose for her placement.

Amelia realised the importance of an employee's **(2)** _____ in creating the right first impression.

The front desk clerk told Amelia that **(3)** _____ were no longer necessary for regular guests on their arrival.

Amelia was impressed with the way the front desk clerk kept each **(4)** _____ constantly updated.

The front desk clerk recommended that Amelia avoid the **(5)** _____ when she got her first job at a hotel.

According to Amelia, it is the **(6)** _____ that draw young people to Queenstown.

Recommending **(7)** _____ was something Amelia hadn't anticipated she'd be asked to do.

Amelia learnt that increasing **(8)** _____ is vital to the hotel's success.

3 **SPEAK** Work in pairs. Discuss the following questions about your own attitude to travel. Give reasons for your opinions.

1 How much research do you do before going on holiday?
2 What kind of souvenirs are you likely to buy?
3 How important is it for you to stay in touch with 'the outside world'?

Language focus Creating emphasis

1 9.2 **Listen to these three extracts from the Listening task and write the missing words in each gap.**

1 What really impressed me about André was in the hotel about those changes. _____

2 It's the _____ find most difficult to get used to.

3 It _____ that I realised how huge its hospitality industry actually is.

2 **The words you wrote in Exercise 1 are given emphasis by the use of *What* and *It*. Look at the example and then write sentences 1–3 without emphasis.**

What I really loved about the hotel was the infinity pool. **It** was where I spent most afternoons.

I really loved the infinity pool in the hotel. I spent most afternoons there.

1 _____.

2 _____.

3 _____.

3 **Here are some other ways of creating emphasis. Read the examples and complete each of the explanations with an option from the box.**

a moment in time an action or series of actions a noun
a prepositional phrase 'the only thing that'

1 *What* can be used to emphasise _____:

I couldn't find my key, so ...

***what I did was (to)** try and climb in through the window, but ...*

***what happened was (that)** a passer-by saw me and phoned the police.*

or _____:

***What I need is** a cup of strong, black coffee.*

2 *All* can be used instead of *What*, meaning _____:

*Don't make a fuss. **All I did was (to)** spill some milk.*

*He's so boring. **All he (ever) talks about is** football.*

3 *It* can be used to emphasise _____:

***It was in France**, not their native England, **that** they first became famous.*

or with *when* to emphasise _____:

***It was only when I got home that** I realised someone had stolen my wallet.*

4 **Go to Ready for Grammar on page 232 for further rules, explanations and practice.**

5 **Complete these sentences so that they are true for you.**

1 What worries me is ...

2 What I like ***most/least*** about ***school/my job*** is ...

3 What I'd like to know about _____ is ...

4 It was in _____ that I ...

5 I didn't enjoy _____ lessons at school. All we ever did was ...

6 **SPEAK** **Work in pairs. Compare and discuss your sentences from Exercise 5.**

Speaking Part 2 Long turn

Don't forget!

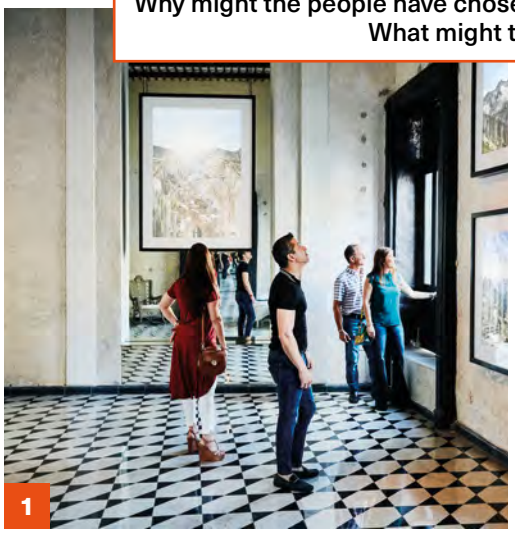
- You only have a minute to speak, so start to talk about the pictures as quickly as possible.
- Use your imagination, and remember the examiner is only assessing you on language ability – not whether your ideas are similar to theirs.

1 **Look at pictures 1–3. They show people spending time in different places.**

Student A: Compare **two** of the pictures and say why the people might have chosen to spend time in these places, and what they might do next.

Student B: When your partner has finished talking, say who you think is most likely to return to the same place.

Why might the people have chosen to spend time in these places? What might they do next?


1

2

3

Useful language

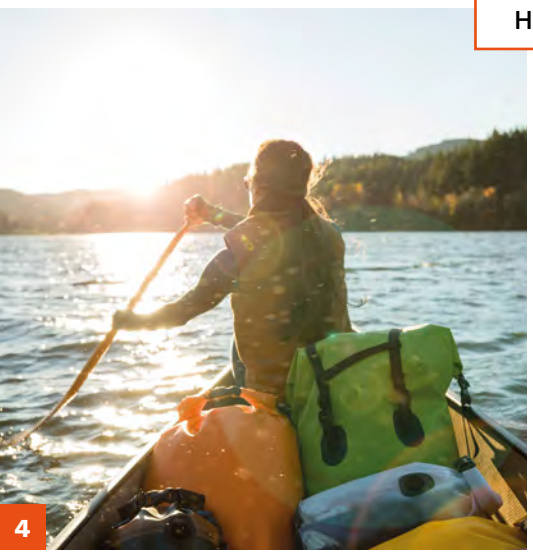
Speculating about people's reasons

Use the sentence starters (1–4) and endings from the box to practise speculating about the pictures.

1 *They may simply have wanted to ...*
2 *Perhaps they went here because they hoped to ...*
3 *If someone else had recommended it to them, maybe they chose this place so they could ...*
4 *They might have thought it was the kind of place where they could ...*

get out of the rain for a bit.	*spend some quality time together.*
have everything organised for them.	*go somewhere relatively cheap.*
do some kind of research.	*unwind and do nothing for a bit.*
experience the local culture.	*have a laugh and learn something at the same time.*

Why might the people have decided to travel this way? How carefully did they need to prepare for their trip?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5

6

2 Now change roles. Look at pictures 4–6. They show people travelling in different situations.

Student A: Compare **two** of the pictures and say why the people might have decided to travel this way, and how carefully they needed to prepare for their trip.

Student B: When your partner has finished talking about the pictures, say which trip you think would be most memorable.

Word formation Alternatives from the same prompt word

1 Complete these extracts from the Listening. The missing words are both formed from the same root, *supervise*.

1 ... the person I was attached to for the week – my _____, if you like – was the front desk clerk.

2 I worked from 7 am to 3 pm every day – under André's _____, of course ...

2 Check your answers in the Audioscript on pages 245–246.

3 Underline the appropriate alternative in the following sentences. Each alternative is formed from the same prompt word given in capitals at the end of the sentence. Pay attention to the words in bold – these words are collocates of the correct alternative.

0	First prize is the not *inconsiderate* / *inconsiderable* **sum** of £50,0000.	**CONSIDER**
1	In my opinion, *The Lord of the Rings* is one of those *timeless* / *untimely* **classics** that all young people should read.	**TIME**
2	I grew up in England, but Spain has become my *adopted* / *adoptive* **country**.	**ADOPT**
3	**Appearances** can be very *deceitful* / *deceptive*.	**DECEIVE**
4	He produced a wealth of *supporting* / *supportive* **evidence** to prove his claim.	**SUPPORT**
5	Police have refused to **reveal the** *identification* / *identity* of the man detained in connection with the murder.	**IDENTIFY**
6	When I arrived for my appointment, I was shown into the doctor's *consulting* / *consultative* **room**.	**CONSULT**
7	Millions of innocent civilians **suffered great** *hardness* / *hardship* as a result of the war.	**HARD**
8	He's retired and now works for the company **in an** *advisory* / *advisable* **capacity**.	**ADVISE**
9	The gardens contain a wealth of plants and flowers **of every** *imaginary* / *imaginable* / *imaginative* **colour**.	**IMAGINE**
10	My two brothers, Pat and Eric, were both given heavy prison sentences **for their** *respectable* / *respective* / *respectful* **crimes**.	**RESPECT**

Writing Part 1 Essay

1 **SPEAK** **Work in small groups. Discuss the following questions.**

1 Where are the main tourist destinations in your country? Why do tourists go there?

2 In what ways has tourism benefited your country or region? In what ways has it had a negative effect?

2 **Complete the sentences with a word from the box. There is one word you do not need.**

community cultural employment endangered environmental living mass traditional unregulated urban waste

1 The **tourism industry** is _____, which means that neither local people nor tourists are protected by the law.

2 _____ **tourism** does not exist here; people come in small numbers to get away from it all and have a quiet time.

3 Certain **species** have become _____ due to the destruction of their habitat by the development of tourist resorts.

4 Tourism provides many _____ **opportunities** for young people looking for work.

5 Some areas of natural beauty have been destroyed by _____ **sprawl**, as uncontrolled development encroaches upon the surrounding countryside.

6 Our _____ **legislation** generally protects our air and water quality.

7 _____ **standards** have improved for people residing in popular tourist areas, where the income from tourism has been reinvested in improving amenities for residents.

8 The development of hotels and holiday homes in some regions has caused _____ **displacement**, with local people being forced to move out of their homes.

9 _____ **material** from hotels and resorts creates more landfill in the surrounding area.

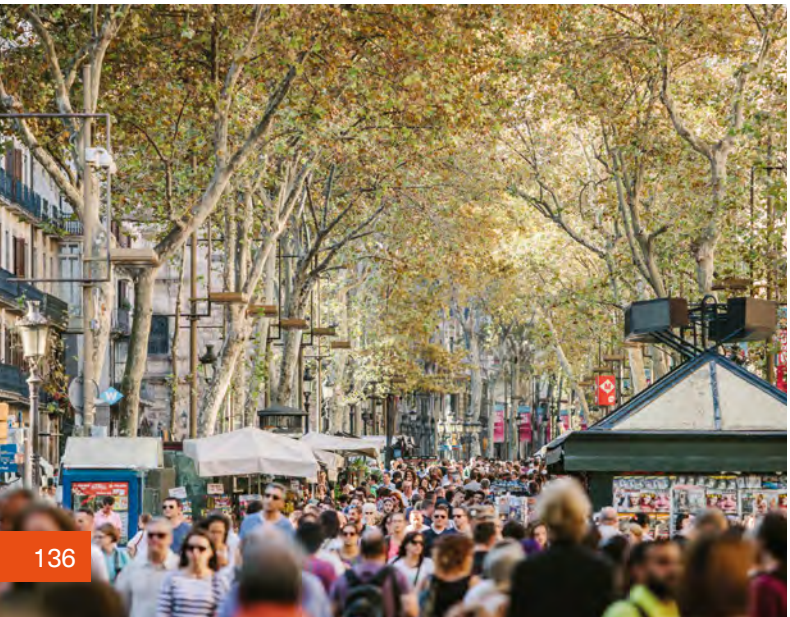
10 Foreigners sometimes violate _____ **taboos** without realising it, for example, when they enter places they are not supposed to visit.

3 **SPEAK** **Work in pairs. Choose two or three statements in Exercise 2 which are true for your country. Talk about them in further detail.**

4 **In what way might these people or groups be connected to the tourism industry?**

activists conservation groups contractors developers policymakers researchers residents ~~stakeholders~~

A stakeholder is a person, group or organisation that has an interest in, or will be affected by, the process or outcome of a project. So if a new resort is being built in a mountain village, the stakeholders will be the people who already live there, the people who are investing in the new resort, people who might later be employed in the resort, and so on.



5 Do the Part 1 task below. Before you write your essay, read the *Don't forget!* and *How to go about it* boxes.

Your class has viewed a documentary on ways that sustainable tourism might be achieved. You have made the notes below:

Ways that sustainable tourism might be achieved

- providing employment
- protecting local culture
- preserving the environment

Some opinions expressed in the documentary:

'Local people must benefit financially from tourism.'

'All too often, tourists have no idea how their behaviour affects local people.'

'Natural resources like the local water supply often suffer when resorts are created.'

Write an essay for your tutor discussing two of the ways in your notes. You should explain which way is most likely to benefit both the host country and the tourists, giving reasons in support of your answer.

You may, if you wish, make use of the opinions expressed in the documentary, but you should use your own words as far as possible.

Write your essay in 220–260 words in an appropriate style.

How to go about it

Planning

- Choose two of the ways that sustainable tourism might be achieved. Then look at the 'opinions expressed in the documentary'. Do they provide you with any further information or ideas? Now write down two or three specific examples for each way, e.g. providing employment:
  1. *Property developers should be legally obliged to hire builders from the region; this would benefit not only the individual builders but also the families that depend on them.*
  2. *Resorts could support the local economy by selling locally sourced crafts, rather than imported products.*
- Plan an introduction: think about an opening statement that will grab the reader's attention, then a sentence with your definition of sustainable tourism, with a final sentence that indicates the purpose of the essay.
- Remember to choose one way that you think is likely to benefit both the host country and tourists; you can describe it in either the second or third paragraph, but you must use language that clearly shows that this is the way you believe is the most mutually beneficial.
- Decide which of the language from Exercises 1 and 2 on page 131 you could use in your essay.

For more information on writing essays, see page 192.

Don't forget!

This is an academic piece of writing, and the target reader is a tutor; the register should be formal and your tone should be objective, not emotional, even if you feel strongly about some of the issues you mention.

Listening Part 3 Multiple choice

1 **SPEAK** What are the pros and cons of using the following means of transport? Think in terms of cost, convenience and comfort.

bicycle bus ferry plane private car train

2 9.3 You will hear part of an interview in which two road safety experts called Gemma Wiley and Brian Norton are talking about driving behaviour. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1 What point does Gemma make about the term 'road rage'?
- **A** It might mean different things to different people.
- **B** It should refer to any action designed to scare other drivers.
- **C** It suggests that bad driving is purely a modern phenomenon.
- **D** It is often used by people who are poor drivers themselves.

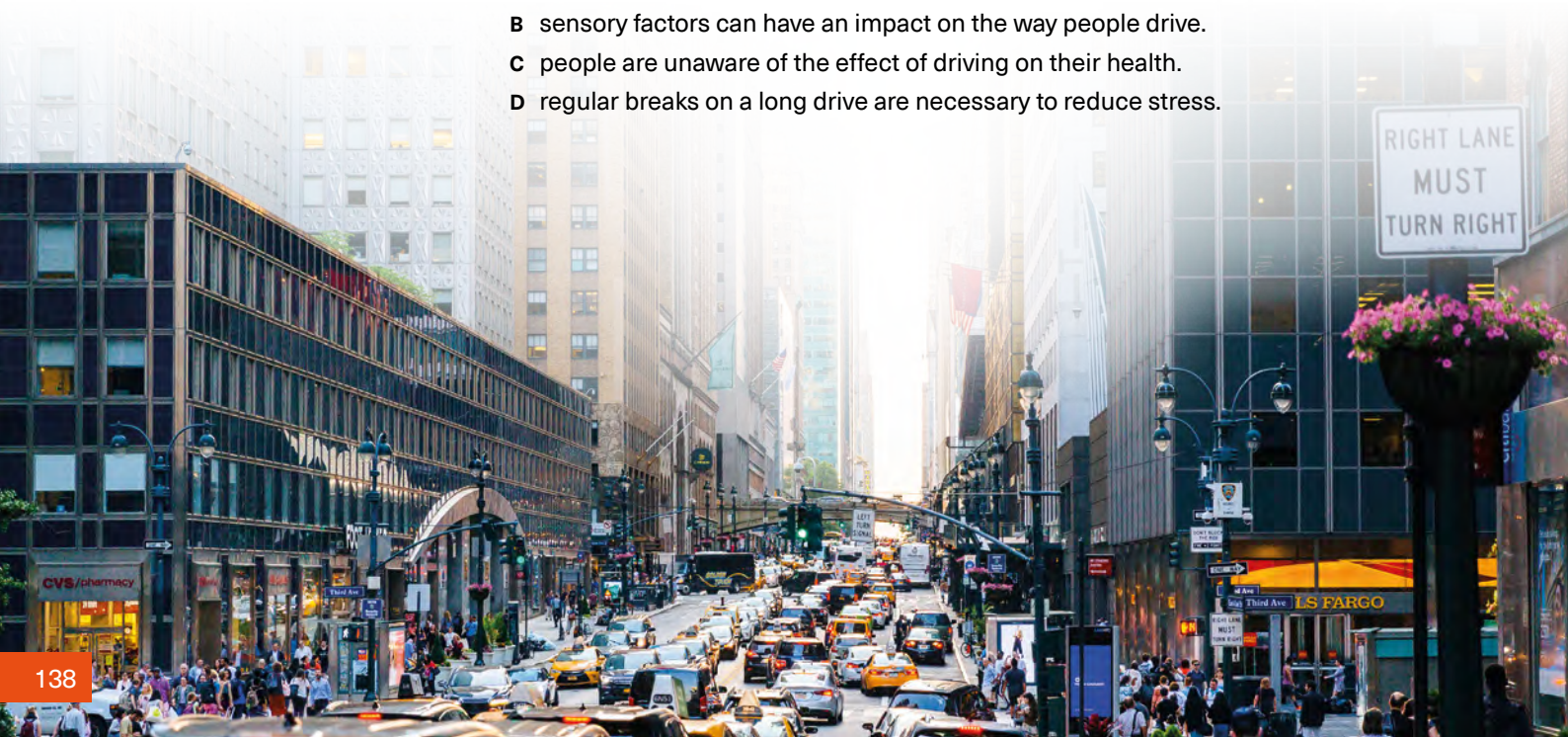
2 Brian says some drivers become aggressive when they think other people are
- **A** acting in a clearly disrespectful way towards them.
- **B** deliberately ignoring the rules of the road.
- **C** preventing them from arriving somewhere on time.
- **D** showing no awareness of other vehicles.

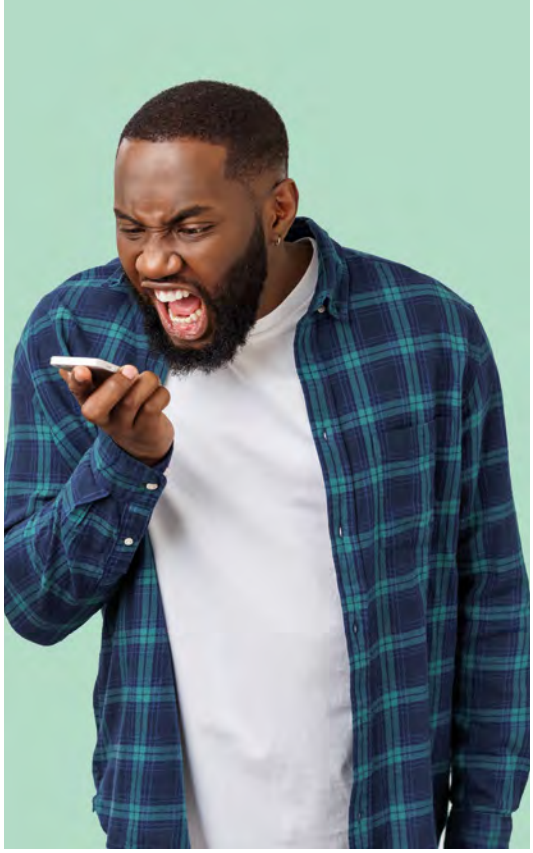
3 Brian is concerned that drivers experiencing 'revenge rage' may
- **A** become increasingly distracted during their trip.
- **B** misidentify the person they are annoyed with.
- **C** damage another car without hesitation.
- **D** suffer from a sense of helplessness.

4 Gemma posted an article about 'revenge ragers' in order to
- **A** criticise parents for modelling bad driving behaviour.
- **B** encourage young men to drive much more responsibly.
- **C** highlight ongoing discrimination against female drivers.
- **D** contradict views commonly expressed on the internet.

5 Gemma and Brian both think that more people would use buses if
- **A** fares were subsidised by local authorities.
- **B** routes were redesigned to suit their needs.
- **C** payment options became more flexible.
- **D** services ran according to the timetable.

6 When talking about the psychologist's experiment, Brian explains that
- **A** people familiar with rural roads take few risks with driving.
- **B** sensory factors can have an impact on the way people drive.
- **C** people are unaware of the effect of driving on their health.
- **D** regular breaks on a long drive are necessary to reduce stress.





Vocabulary Anger

1 **The following expressions were used in the Listening to talk about people getting angry. Which two are more informal?**

become irate get on your nerves get worked up lose your temper

2 **Complete the sentences with an adjective from the box. The words in bold are common collocates of the adjectives.**

berserk cross heated irate seething

1 They had a rather _____ **argument** about the impact of air travel on climate change.
2 The waitress was attempting to calm an extremely _____ **customer** who was complaining loudly about his bill.
3 I often feel a bit _____ **with people** who never leave a tip.
4 Her face showed no emotion, but inwardly she was absolutely _____ **with anger and indignation**.
5 He **went** completely _____, shaking his fist at me and screaming blue murder.

3 **Complete the sentences with a noun from the box.**

handle outburst steam temper tantrum

1 My sister is extremely irritable – she'll **fly off the** _____ at the slightest thing.
2 I know it's a stressful situation, but try not to **lose your** _____ in front of everyone.
3 I was taken aback by her **sudden** _____ **of temper**.
4 I was furious; I had to go for a long walk to **let off** _____.
5 If my toddler doesn't get what she wants, she **throws a** _____, stamping her feet and screaming her head off.

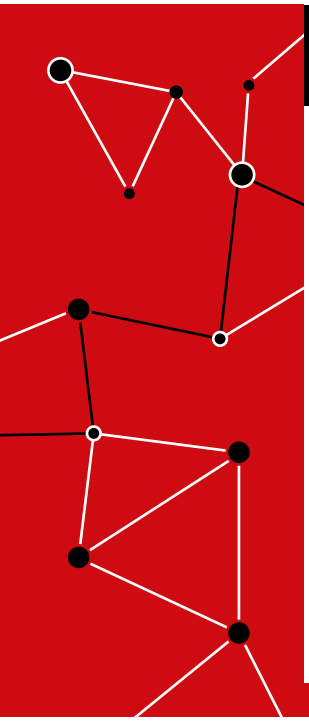
4 **SPEAK** **Work in small groups. Discuss the following questions.**

1 What sort of things make you angry?
2 What do you do when you lose your temper?
3 What do you do to calm down?

9 REVIEW

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).



ANGER

Any **(0)** *PSYCHOLOGIST* will tell you that it's normal to feel angry from time to time, and that anger can even be a force for good when expressed **(1)** _____ However, when a person finds that their temper is becoming **(2)** _____, and that they are triggered by the slightest **(3)** _____, then it is time to seek help. A starting point is helping easily-angered people to recognise that their **(4)** _____ of others may simply not be realistic. For example, it can be all too easy to make the **(5)** _____ that a colleague is constantly late to work because they can't be bothered to set their alarm. It may actually be the case that an issue with a family member has suddenly **(6)** _____, and that they feel obliged to take responsibility for this. By speaking **(7)** _____ to colleagues and communicating in a more effective way about **(8)** _____ situations, people may find that their working relationships improve, and that their feelings of anger subside.

PSYCHOLOGY

CONSTRUCT
CONTROL
COVENIENT
EXPECT

ASSUME

RISE

RESPECT
PROBLEM

Vocabulary

1 In A and B, form expressions by matching each of the beginnings (1–6) with an appropriate ending (a–f).

A Tourism

1	provide employment	a	the environment
2	improve living	b	tourism
3	violate cultural	c	an industry
4	achieve sustainable	d	standards
5	preserve	e	taboos
6	regulate	f	opportunities

B Anger

1	go	a	off steam
2	fly	b	a tantrum
3	let	c	on your nerves
4	throw	d	berserk
5	get	e	off the handle

2 Complete sentences 1–6 using the expressions in Exercise 1. You may need to change some of the words. You may need to write more than one word in each gap.

1 I have a large cushion at work, which I punch every time I need to _____.
2 All I did was ask him why he was being so unreasonable and he _____ absolutely _____.
3 If the adventure tourism _____ is not more strictly _____, further accidents are inevitable.
4 We need restrictions on fishing in this area if _____ is to be _____; otherwise there'll be no fish left for visitors to catch.
5 Rather like a small child who _____, she will shout and stamp her feet if she doesn't get her own way.
6 The creation of a new wildlife park should _____ many _____ for local people looking for work.

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 It was only when Paul got angry that I realised something serious had happened.
UNTIL
It _____ his temper that I realised something serious had happened.

2 Strangely enough, we only experienced problems when the weather improved.
RAN
Strangely enough, it was only when the weather got _____ problems.

3 When it was time to pay for the drinks, we realised that no-one had a wallet with them.
NONE
When it was time to pay for the drinks, it turned _____ brought a wallet.

4 During our holiday, we just sat on the beach all day.
DID
During our holiday, all _____ on the beach the whole day.

5 We probably won't leave to go to the airport until midday.
LIKELY
We are _____ off for the airport until midday.

6 I am convinced that Mark intended to disrupt the meeting.
MIND
There is no doubt _____ out to disrupt the meeting.

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

A SUMMER IN THE SUN

Once students have sat their exams and reached the end of the academic year, they often start yearning for adventure, new experiences and freedom **(0)** *FROM* responsibility. Fortunately, even for those students who are short **(1)** _____ money, there are many ways they can go on holiday **(2)** _____ having take out a loan.

For students **(3)** _____ need of a break, one option is to go interrailing around Europe. InterRail passes start from as **(4)** _____ as €168, and can be used for up to three months. Furthermore, **(5)** _____ to many blogs and online reviews, because students often end up sharing compartments and swapping stories with others on their travels, interrailing is an incredible social experience that is quite **(6)** _____ any other.

Backpacking is another option. And if students find themselves **(7)** _____ tired to bother setting up camp after a long day of hitchhiking, they are no longer obliged to stay in a crowded youth hostel. These days, budget accommodation is cheap **(8)** _____ to suit even the most economically minded traveller.

Writing Part 2 Review

An international travel website is asking for reviews of organised tours. You decide to write a review of a tour you have been on. In your review, you should briefly describe the tour, explain what you learnt while you were on it, and evaluate the advantages and disadvantages of organised tours in general.

Write your review.

For more information on writing reviews, see page 198.

Pronunciation Chunking

1 9.4 Listen to someone performing the Speaking Part 2 task on page 134 and answer these questions in pairs.

1 How easy was it for you to understand the speaker's main points?

2 Did you find their way of speaking engaging? Why/Why not?

Chunking

Pausing between meaningful 'chunks' of language, such as clauses or short phrases, helps to make our speech clearer. Chunking enables the listener to follow what we are saying more easily, in the same way that punctuation helps the reader make sense of what is written. It can also help us to use intonation more effectively and so engage the listener.

2 Read the audioscript from Exercise 1. Mark with a forward slash (/) the places where you think the speaker should pause. The first two sentences have been done for you.

The people in the canoe / are definitely looking for an adventure. / The people with the camper van / might also want a kind of adventure / but not in such a wild place. / I think both groups may well have gone there o get away from their normal life, perhaps to escape the hustle and bustle of the city. The people in the canoe probably needed to plan more carefully for their trip. They're in a more dangerous situation, I think. The camper van holiday is not that risky and maybe it offers more freedom because they can choose where they go. If you're on a river you're pretty much stuck there and you can't go anywhere else. Both groups would have needed to pack carefully because they have limited space but this is especially true of the people in the canoe.

3 9.5 Listen to an improved version of the task. Does the speaker pause in the same places that you marked?

4 SPEAK Work in pairs. Take turns to read the script in Exercise 2 aloud, pausing slightly after each chunk, and using a range of intonation. Your partner will give you feedback on your chunking, and how engaging you sounded.

5 Below are two more photos for the Speaking task on page 135. Write a script similar to the one in Exercise 2, comparing the two new photos.

6 Mark with a forward slash (/) the places where you think you should pause.

7 SPEAK Work in small groups. Take turns to do the Speaking task. Use your script and the marked pauses for support. When everyone has finished, decide who sounded the most engaging.

Why might the people have decided to travel this way? How carefully did they need to prepare for their trip?

READY FOR SPEAKING

Introduction

The **Speaking** paper consists of four parts and lasts 15 minutes. You usually take the test with one other candidate, although a group of three is also possible. There are two examiners: the interlocutor, who conducts the test and asks the questions, and the assessor, who listens and assesses your performance. The interlocutor also assesses and contributes to your final mark.

In the following advice to candidates, complete the sentences with words from the box.

dominate ideas initiate opinion paraphrase
questions range repeat silences speculate

DEMONSTRATING YOUR ABILITIES

- Use a **(1)** _____ of language and show your ability to link your **(2)** _____.
- Avoid long **(3)** _____ and frequent pauses as you organise your thoughts.
- Use alternative words to **(4)** _____ vocabulary that you have forgotten or do not know.

FOLLOWING INSTRUCTIONS

- Always pay close attention to the interlocutor's instructions. In Parts 2 and 3, the **(5)** _____ are printed on the same page as the pictures or the written prompts to help you.
- Ask the interlocutor to **(6)** _____ what they said if you did not hear everything.
- Don't just describe the pictures in Part 2; **(7)** _____, give opinions and evaluate.

TAKING TURNS

- Don't attempt to **(8)** _____ the conversation in Part 3. Instead, give your partner the opportunity to speak, and respond appropriately to what they say.
- **(9)** _____ conversation with a quiet partner by asking questions or inviting them to give their **(10)** _____.

Speaking Part 1 Interview — Total time: 2 minutes

1 **Work in groups of three. One of you is the interlocutor and the other two are candidates. You have two minutes to ask and answer questions from the following categories.**

English How long have you been learning English? What are your main reasons for learning English? Which aspect of learning English do you find hardest?	**Travel and holidays** What is the most interesting place you have visited? Do you prefer going on holiday with your friends or your family? Where would you most like to travel to?	**The past** What were you doing this time yesterday? What are some of your earliest memories? What have been some of the happiest moments in your life?
Leisure time What do you enjoy doing in your free time? How important is sport and fitness in your life? Do you like spending time alone?	**House and home** What do you enjoy most about living where you do? If you could afford your ideal home, what would it be like? Would you ever consider living abroad?	**Future plans** What are you most looking forward to doing in the next few months? What do you hope to achieve in the future? Do you usually plan your weekends well in advance?

What to expect in the exam

- In Part 1, the interlocutor asks you questions about yourself.
- You may respond to the other candidate's comments, though you are not actively invited to do so by the interlocutor.

2 **0.5 Listen to two students, Jan and Ana, doing the Part 1 task and answer the following questions.**

1 How well does each student develop their responses?
2 Do they use a good range language? How accurate is it?

Speaking Part 2 Long turn

Total time: 4 minutes

What to expect in the exam

- In Part 2, you are asked to choose two of three pictures to talk about. You have a minute to compare the two pictures, and at the same time, to speculate and give your opinion about some aspect of their content.
- Your partner then has 30 seconds to comment briefly on your pictures by answering a different question.
- Your partner then speaks for one minute about a **different** set of pictures, after which you have 30 seconds to comment briefly on those.

How to go about it

- During your minute in Part 2, talk about the two pictures by:
  - using language for comparison (see pages 2, 57, 216)
  - using language for speculation (see pages 2, 17, 132).
- When commenting on the pictures, alternate between them, so that you naturally use more language of comparison.

1 Work in pairs. Look at these pictures. They show people who are checking the time.

Student A: Compare **two** of the pictures, and say why the people might be checking the time and what they might do next.

Student B: When your partner has finished, say which person you think might be most concerned about the time.

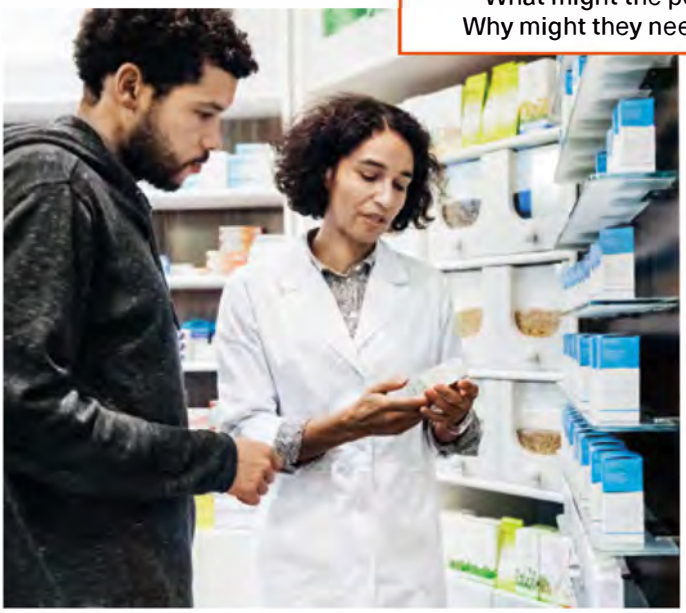
Why might the people be checking the time? What might they do next?

2 Work in pairs. Look at these pictures. They show people reading together in different situations.

Student A: Compare **two** of these pictures and say what the people might be reading, and why they might need to read together.

Student B: When your partner has finished, say in which situation the people might benefit most from reading together.

What might the people be reading?
Why might they need to read together?



3 ▶ **0.6** Listen to Jan and Ana doing the Part 2 task and answer the following questions.

1 How well do they each complete their main one-minute task?
2 How varied is the language they use?

Speaking Part 3 Collaborative task — Total time: 4 minutes

What to expect in the exam

- In Part 3, the interlocutor listens while you and your partner do a problem-solving task together for about three minutes.
- You are given written prompts, which form the basis for the task, and are asked to exchange ideas and opinions, make evaluations and/or speculate for about two minutes.
- The examiner then asks you a second, related question which requires you to try and reach a decision with your partner. You have one minute to do this.

How to go about it

- Don't simply agree with your partner. Express your own opinions or develop your partner's points by adding further comments.
- In Task 1, it is better to talk about a few of the prompts in depth than talk about all of them superficially.
- In Task 2, you don't have to reach a final decision together, but it is important you try to work towards one.

1 **SPEAK** Here are some things that can affect a person's decision to change jobs. Talk to each other about how these things might affect a person's decision to change jobs.

2 Now decide which of these things might have the least influence on a person's decision to change jobs.

3 **0.7** Listen to Jan and Ana doing the Part 3 task and answer these questions.

1 How well do Jan and Ana interact with each other in the two tasks?
2 Do they reach a final decision in the second task?

Speaking Part 4 Further discussion — Total time: 5 minutes

What to expect in the exam

- The interlocutor asks further questions related to the issues raised in Part 3.
- The questions become broader and more abstract as the discussion develops.
- The interlocutor may direct a question to one candidate in particular, or else ask an open question for either candidate to answer.

How to go about it

- One way to deal with abstract questions is to refer to your own or people you know experiences.
- Listen to your partner's responses and comment on what they say, if appropriate.

1 **SPEAK** Discuss the following questions with your partner.

- Do you think it's a good idea to change jobs from time to time?
- Some people say it's better to have a job you enjoy than a job that pays well. What's your view?
- How important is it for a company to provide training opportunities for employees?
- How far do you agree that technology has brought more benefits to the workplace than problems?
- Sometimes people spend all their time working, so that there is no room in their life for anything else. Why do you think this is?

2 **0.8** Listen to Jan and Ana doing the Part 4 task. How well do they each react to what

10

HOME IS WHERE THE HEART IS

KEY LANGUAGE

Participle clauses
Noun phrases
Describing places
Expressions with *house* and *home*

PRONUNCIATION

Connected speech: elision

EXAM PRACTICE

Reading and Use of English Parts 1, 3, 4 & 6
Writing Part 2
Listening Part 4
Speaking Parts 1, 2, 3 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

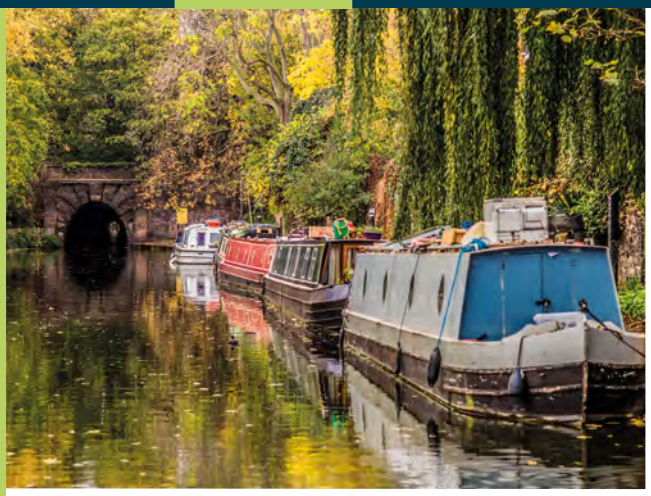
1 What are the advantages and disadvantages of living in your current accommodation?
2 How has your home town or city changed over the last few years?
3 Would you rather live in a town, a city or in the countryside?
4 What is more important – the place you live in or the people you live with?
5 Is there a typical stage of life in your country when young people leave home for good?

10 HOME IS WHERE THE HEART IS

Vocabulary Describing places

1 Work in pairs. Read the query about moving to London and the two responses below. Use the context to work out the meaning of the words in bold.

Profile | New posts | Most popular | Trending



I'm moving from Madrid to London. Should I stay in Angel Islington or Shoreditch?

Ana Maria Lopez
14 September 12.09 pm

It all depends on your preferences. Angel Islington is charming, **leafy** and there are some amazing pubs, theatres and canal walks. It's definitely more **upmarket** than Shoreditch – meaning rent can be **steep**, so it's mainly middle-aged professionals that live there. Shoreditch is a bit **run-down** in places, but it's a lot more **edgy** than Islington and has more going on. Out of the two, I'd say Angel Islington – if you can afford it. It's really only a stone's throw away from Shoreditch – so you can easily walk to the parties and restaurants in Shoreditch.

Ben Adams
14 September 02.44 pm

Shoreditch is one of my favourite neighbourhoods. It's got real character, and the whole vibe is young and **laid-back** – with people just hanging out in coffee shops and socialising. Excellent bus connections mean it's **handy** for travelling into the city. That said, if you have children, maybe this isn't the place for you because things can get a bit **rowdy** with the nightlife. That's not to say it has any **dodgy** streets – it's all relatively safe. But if you want a more family-friendly area, Angel Islington might be better – with more green spaces, and modern chains rather than trendy **retro** shops.

Francesca Smith
14 September 06.31 pm

2 **SPEAK** Work in pairs. Discuss the following questions.

1 Would you rather stay in Angel Islington or Shoreditch? Why?
2 Compare two neighbourhoods that you know well. How would you describe them?

3 Some adjectives for describing rooms and buildings often form part of a pair with others with a similar or related meaning. Match each adjective (1–8) with another (a–h) to form pairs. The first one has been done for you.

1	bright and	**a**	cheerful
2	light and	**b**	dingy
3	neat and	**c**	cheerful
4	dark and	**d**	cosy
5	warm and	**e**	airy
6	cramped and	**f**	stuffy
7	cheap and	**g**	tidy
8	hot and	**h**	cluttered

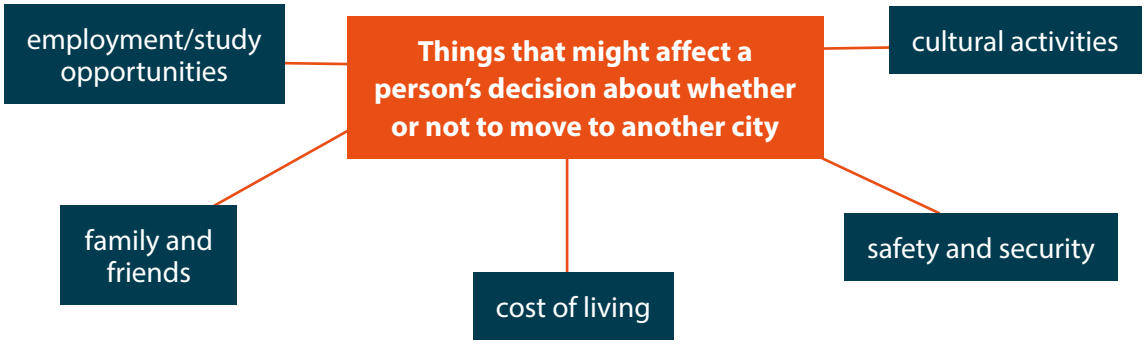
4 **SPEAK** Use the pairs of adjectives in Exercise 2 to describe the following:

your bedroom a hotel room a local café your place of work/study

When I first left home, I rented a house with a friend of mine. The bedrooms were bright and cheerful, but the kitchen was very ...

Speaking Part 3 Collaborative task

Here are some things that might affect a person's decision to move to another city. Talk to each other about how these things might affect a person's decision to move to another city.


employment/study opportunities
Things that might affect a person's decision about whether or not to move to another city
cultural activities
family and friends
cost of living
safety and security

Now decide which of these things might have the least influence on a person's decision to move to another city.

Useful language

Phrases for referring to experience

In my experience/case, I've always found that (living in a city) is ...
Personally speaking, I would say that (living in a city) can be ...
To be honest, I think that ...
I've heard other people say that ...
I've read some articles on this subject, and it seems that ...
Not having much experience myself, I'd guess/imagine that ...

Speaking Part 4 Further discussion

SPEAK Discuss the following questions.

1 What might be the benefits of moving to a city you don't know well?
2 Some people think living in a city can be a lonely, stressful experience. What do you think?
3 How far do you agree that you need a lot of money to enjoy living in a city?
4 What does a city need in order to be regarded as a good place to live and work?

Reading and Use of English Part 6 Cross-text multiple matching

You are going to read four commentaries on the subject of city design. For questions 1–4, choose from the commentaries A–D. The commentaries may be chosen more than once.

CITY DESIGN

A MARK DEHORA

Auckland is consistently ranked in the top ten of the world's best cities to live in. But while it certainly deserves high scores for its stable social environment, opportunities for outdoor recreation and sub-tropical climate, the same cannot be said for its housing situation. Few millennials are in the financial position to acquire the typical three-bedroom houses being erected at speed on the outskirts of the city. Nor do they find these kinds of home desirable. The direction we need to go in, therefore, is to have cleverly designed, compact apartments in the city centre, close to late-opening amenities, galleries and restaurants. It goes without saying that compact is not the same as cramped. Nor should these apartments be erected in the shadows of the hideous high-rises dedicated to commerce, now ruining Auckland's skyline. Attracting younger citizens will also require attention to the walkability of the city. Banning traffic from the centre is the first step towards this.

B JOANNE WEBB

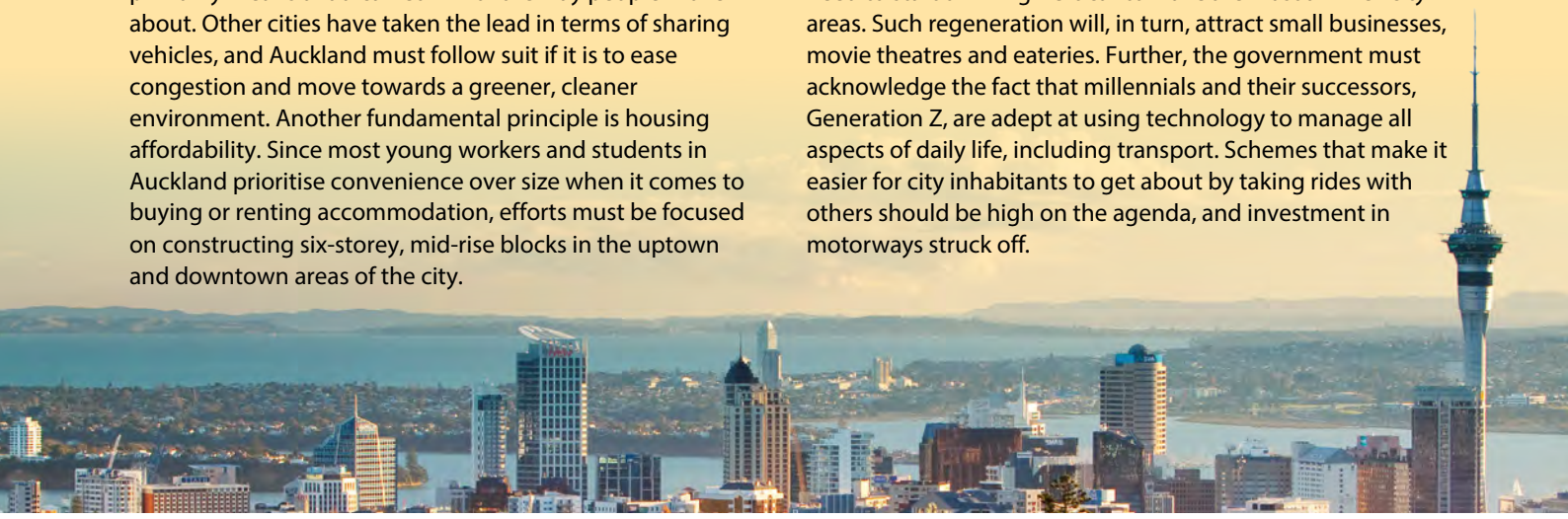
Among the fundamental things an attractive city needs is 'visible life'; people socialising and interacting in public places such as outdoor cafes, squares and parks. Another is a vibrant arts scene, and, over the last decade, Auckland has gone from strength to strength in this respect, particularly in regard to the international festivals it hosts. That said, an attractive city must also be one that can cope with a burgeoning population, and for Auckland, this primarily means a radical rethink of the way people move about. Other cities have taken the lead in terms of sharing vehicles, and Auckland must follow suit if it is to ease congestion and move towards a greener, cleaner environment. Another fundamental principle is housing affordability. Since most young workers and students in Auckland prioritise convenience over size when it comes to buying or renting accommodation, efforts must be focused on constructing six-storey, mid-rise blocks in the uptown and downtown areas of the city.

C SHANE MAREROA

Work and education opportunities, stunning coastal views, and the multi-cultural vibe are but some of the reasons people born in other regions of New Zealand decide to make Auckland their home. Overpriced housing and the relentless traffic are two of the reasons they leave. To address those issues, we must make it more tempting for young people to relocate to suburban areas on the boundaries of Auckland city that are largely underpopulated. Not only will they have the advantage of a cheaper, more spacious dwelling, but also a better chance of becoming part of a community, something virtually impossible in overcrowded high-density areas where loneliness is rife. At the same time, with more comedy acts, theatre performances and live music events on offer in Auckland than ever before, we must ensure that young people can access them. An increase in subterranean and rooftop parking would make the drive in to the city centre a more attractive proposition.

D ELSIE WONG

Looking out across Auckland in the 1990s, one could be forgiven for thinking that the city's architects had neither the skill nor the aspiration to design anything interesting. But today a number of iconic structures stand out, towering above the rest – powerful symbols of the corporations that occupy their floors. Less remarkable is the state of Auckland city's housing. Single-occupancy or units designed for couples, rather than families, are the answer. Therefore, we need to start thinking 'vertical' to make the most of inner-city areas. Such regeneration will, in turn, attract small businesses, movie theatres and eateries. Further, the government must acknowledge the fact that millennials and their successors, Generation Z, are adept at using technology to manage all aspects of daily life, including transport. Schemes that make it easier for city inhabitants to get about by taking rides with others should be high on the agenda, and investment in motorways struck off.



Don't forget!

It's possible that an option (A–D) may be chosen more than once, which means that one of the options would *not* be an answer, e.g. 1A 2A 3C 4B (no D).

Which commentator

1 expresses a different view from the others regarding new residential development in Auckland? 1 ☐

2 shares C's opinion on the cultural activities that can be experienced in Auckland city? 2 ☐

3 has a different view to A on the impact of very tall buildings on the Auckland city landscape? 3 ☐

4 takes a similar view to B about the future of travel within Auckland city? 4 ☐

Language focus Participle clauses

1 **Participle clauses are clauses which begin with a present or past participle. Participle clauses can be used instead of relative clauses, as in this example from the reading text:**

Few millennials are in the financial position to acquire the typical three-bedroom houses (which are) being erected at speed ...

Which words have been omitted from the following sentence to create a participle clause?

... stunning coastal views, and the multi-cultural vibe are but some of the reasons people born in other regions of New Zealand decide to make Auckland their home.

2 **Participle clauses can be used instead of conjunctions like *and*, *so*, *because*, *as*, *when*, *while*, *after* and *if*. Decide which conjunction has been replaced with a participle clause in 1–4, and rephrase the sentence using the conjunction.**

0 Having recently become home to many young artists, the neighbourhood has become far more exciting.

Because the neighbourhood has recently become home to many young artists, it has become far more exciting.

1 Borrowing money from her father, Ula opened a Polish restaurant on the high street.

2 Scared by the rise in crime, the two friends decided to look for another flat.

3 Walking along the canal, I suddenly heard the sound of live music.

4 Having completed your application form, you then need to attach a photo.

3 **Explain the difference in meaning between the following pairs of sentences. Which sentence in each pair is more likely?**

1 **a** Driving home from the station last night, the police stopped him.

b Driving home from the station last night, he was stopped by the police.

2 **a** The manager being ill, Elisa took over all his responsibilities for the week.

b Being ill, Elisa took over all the manager's responsibilities for the week.

4 **Go to Ready for Grammar on page 234 for further rules, explanations and practice.**

5 **Rewrite the following sentences using participle clauses.**

1 Because I live within walking distance of the centre, I rarely use the car.

2 When I was cycling in to work the other day, I saw a deer.

3 As we'd never had so much peace and quiet before, we found living here a little strange at first.

4 Our bedroom, which is situated at the back of the building, has some superb views over the rooftops towards the docks.

5 If you play it at full volume, it really annoys the neighbours.

6 The house is a little off the beaten track, so it's not that easy to find.

7 After the children had all left home, we decided to move away from the hustle and bustle.

8 Although it is not known for its tourist attractions, our neighbourhood does have one or two treasures which are waiting to be discovered.

6 **SPEAK Work in pairs. For each of the sentences in Exercise 5, say whether you think the speaker lives in a rural area or a city. Which would you prefer to live in? Give reasons.**

Reading and Use of English Part 1 Multiple-choice cloze

1 **SPEAK** How well do you know your neighbours? Do you ever socialise with them?

2 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Neighbours have become strangers

Britain's sense of community spirit is in **(0)** *A*, according to a new survey by Skipton Building Society. 68 per cent of respondents regard their neighbours as **(1)** ..... strangers. 73 per cent said they weren't certain of their immediate neighbours' names, and were even less confident when it **(2)** ..... to the names of their children. Two thirds admitted that entire days can go by without them **(3)** ..... even a brief glimpse of people residing on the same street.

Only seven per cent of respondents regularly socialise with their neighbours by **(4)** ..... of dinner dates and barbecues, and less than one in ten would consider **(5)** ..... up to organise a street party to improve community relations. A fifth admitted interacting with their neighbours only to ask them to water the plants or feed the cat, although they may have no intention of **(6)** ..... the favour.

Disinterest in forming relationships with neighbours may explain why loneliness has reached epidemic **(7)** .....**.** To address the problem, we need innovative strategies that **(8)** ..... people's sense of pride in their community.

0	**A** decline	**B** slump	**C** reduction	**D** decrease
1	**A** virtual	**B** equivalent	**C** approximate	**D** essential
2	**A** applied	**B** came	**C** referred	**D** turned
3	**A** drawing	**B** seizing	**C** grabbing	**D** catching
4	**A** approach	**B** way	**C** manner	**D** form
5	**A** heading	**B** facing	**C** holding	**D** stepping
6	**A** swapping	**B** trading	**C** returning	**D** exchanging
7	**A** proportions	**B** quantities	**C** extents	**D** measurements
8	**A** resume	**B** recover	**C** restore	**D** replace

Listening Part 4 Multiple matching

10.1 You will hear five short extracts in which people are talking about moving house.

TASK ONE

For questions **1–5**, choose from the list (**A–H**) the reason why each speaker decided to move house.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) the aspect of moving house each speaker has found most challenging.

While you listen you must complete both tasks.

A to keep a romance going
B to revive previous relationships
C to fulfil a sense of duty
D to increase career opportunities
E to improve their quality of life
F to be artistically stimulated
G to gain a sense of independence
H to reduce their living expenses

Speaker 1 ☐ 1
Speaker 2 ☐ 2
Speaker 3 ☐ 3
Speaker 4 ☐ 4
Speaker 5 ☐ 5

A feeling socially isolated
B managing constant distraction
C sharing personal space
D maintaining a healthy lifestyle
E turning down invitations
F understanding financial matters
G doing the housework
H coping with unpleasant neighbours

Speaker 1 ☐ 6
Speaker 2 ☐ 7
Speaker 3 ☐ 8
Speaker 4 ☐ 9
Speaker 5 ☐ 10

Language focus Noun phrases

1 Add each of the noun phrases from the Listening task to the appropriate column.

a stream of visitors any dealings with the couple December's deadline
Manchester's nightlife my bank balance work commitments

noun + noun	noun + *'s/s'* + noun	noun + preposition + noun
home comforts	*my friends' reactions*	*a stack of dishes*

2 Go to Ready for Grammar on page 234 for further rules, explanations and practice.

3 Match each sentence beginning (1–8) with an appropriate ending (a–h). The items in bold are all common collocations.

1 Exhaustion gave way to a huge **sense of**
2 Money was no longer a **matter of**
3 A medical examination showed that his **state of**
4 Market research surveys are the main **source of**
5 Regular reading will increase your **chances of**
6 After her last flat, this was the **height of**
7 The country was again plunged into the **depths of**
8 I looked round the door, but there was no **sign of**

a **health** was good, with no sign of heart disease.
b **luxury**, with its central heating and huge sofas.
c **information** about people's shopping habits.
d **achievement** as she crossed the finish line.
e **concern** to them after their lottery win.
f **life**, just the curtain flapping in the open window.
g **success** in the exam.
h **recession** and many businesses were forced to close.

4 You are going to write a similar exercise to the one in Exercise 3 above. **Student A** turn to page 211 in the Additional materials, **Student B** turn to page 209.

5 SPEAK Work in small groups. Discuss the following questions.

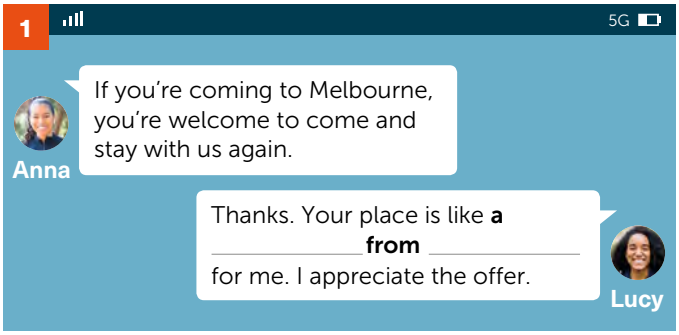
1 To what extent is there **a sense of community** in the area where you live? Are **neighbourhood relations** generally good, or is there a general **lack of interest** in community events?
2 Some people believe they can reduce their **stress levels** and improve **health issues** by quitting the **rat race** and moving to the countryside. Other people hate the thought of living in a rural area because there are fewer **transport options**, poor **internet connectivity** and not so many **job opportunities**. What's your opinion?
3 Many public places now have cameras with facial recognition technology. To what extent is this simply **a matter of security** and how much is it **an invasion of privacy**?

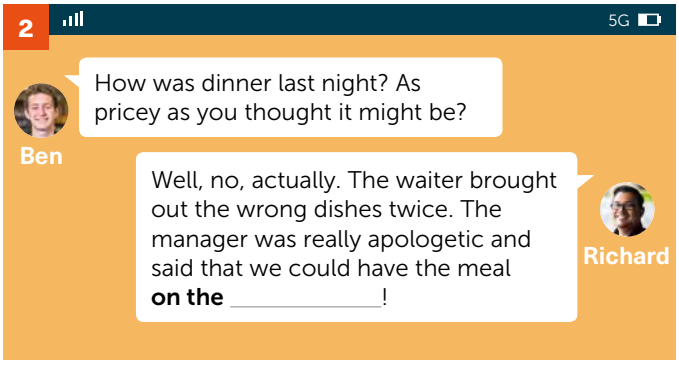
Vocabulary Expressions with *house* and *home*

1 SPEAK Work in pairs. Look at the following extracts from the Listening. Discuss which is the correct meaning (a or b) of the phrases in bold.

1 ... plus all the **home comforts** – like regular meals.
   a things that make you feel homesick
   b things that make your domestic life easier and more pleasant
2 We actually **get on like a house on fire**.
   a we have a warm and friendly relationship
   b we have a difficult and destructive relationship

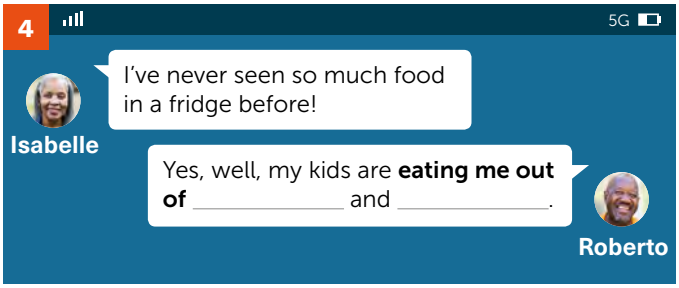
2 Complete the phrases in bold with either *house* or *home*.

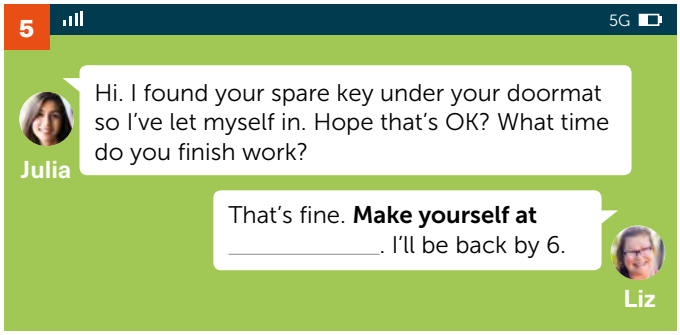
1

Anna
If you're coming to Melbourne, you're welcome to come and stay with us again.
Thanks. Your place is like **a** _____ **from** _____ for me. I appreciate the offer.
Lucy

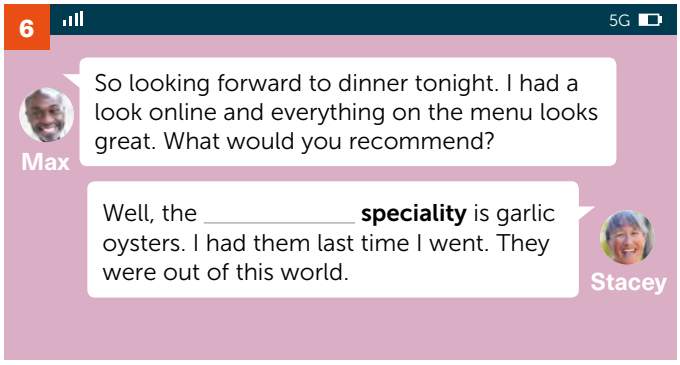
2

Ben
How was dinner last night? As pricey as you thought it might be?
Well, no, actually. The waiter brought out the wrong dishes twice. The manager was really apologetic and said that we could have the meal **on the** _____!
Richard

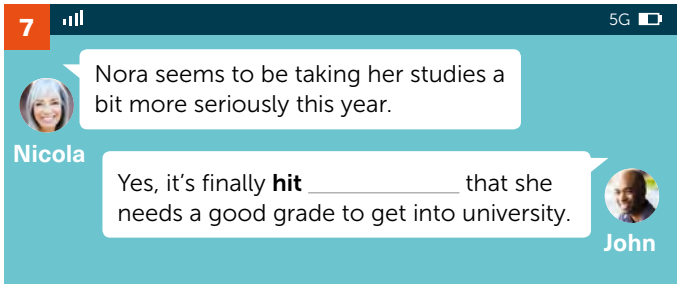
3

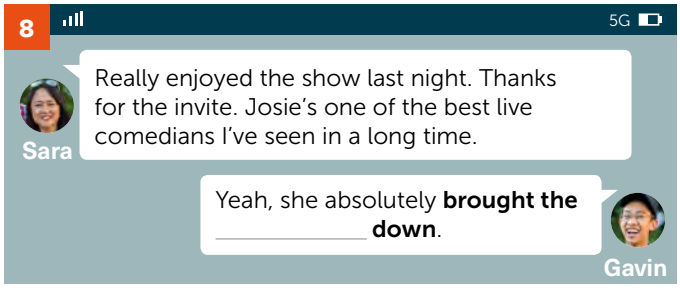
Luke
Why did Jack look so upset earlier? Surely Sarah was joking about him being incompetent.
Actually, I think her comment was **very close to** _____.
Mary

4


5

Julia
Hi. I found your spare key under your doormat so I've let myself in. Hope that's OK? What time do you finish work?
That's fine. **Make yourself at** _____. I'll be back by 6.
Liz

6

Max
So looking forward to dinner tonight. I had a look online and everything on the menu looks great. What would you recommend?
Well, the _____ **speciality** is garlic oysters. I had them last time I went. They were out of this world.
Stacey

7

Nicola
Nora seems to be taking her studies a bit more seriously this year.
Yes, it's finally **hit** _____ that she needs a good grade to get into university.
John

8

Sara
Really enjoyed the show last night. Thanks for the invite. Josie's one of the best live comedians I've seen in a long time.
Yeah, she absolutely **brought the** _____ **down**.
Gavin

3 SPEAK Work in pairs. Discuss the meaning of the phrases in bold in Exercise 2 with your partner, and suggest in what situation you might use them.

4 SPEAK Work in pairs. Write and act out mini-dialogues like those in Exercise 2.

A: I hear that Eleni has finally broken up with Sergio.

B: Yes, it's finally hit home that they really aren't compatible.

Speaking Part 2 Long turn

1 **SPEAK** Look at these pictures. They show people living in different kinds of accommodation.

Student A: Compare **two** of the pictures and say why the people might have chosen to live there, and what the challenges might be.

Student B: When your partner has finished talking about the two pictures, say who you think is most likely to stay in the accommodation for a long time.

2 Now change roles. Go to the Additional materials on page 208 and do the Speaking Part 2 task.

Why might the people have chosen to live there?
What might the challenges be?

Writing Part 2 Informal email

1 SPEAK Work in small in groups. Imagine a friend is coming to stay in your home for a few weeks while you are away. Read the to do list and discuss the following questions.

1 Which of the following things would you expect them to do?
2 Is there anything else you would expect your friend to do?
3 Would it depend on the season in any way?

- water the houseplants
- feed and walk the dog
- wipe down the shower
- replace any food they eat
- put out any bottles or tins for recycling
- only use the washing machine at set times
- limit the amount of hot water used
- clean up after themselves
- ensure the windows and doors are locked on leaving the house

2 Read the following Part 2 task and the sample answers Email A and Email B below. Which is most similar in style to how you would write to a friend? Email A

You receive this message from an English friend who is coming to stay in your home for a few weeks while you are away.

Is there anything I need to know about keeping your home secure? And are there any household jobs or responsibilities that you need me to take care of? Also, what's the best way to get around in your area? Send me an email and let me know.

Email A

From: Johannes

Hi Steve

It's good to know you'll be in the apartment while I'm in Berlin. It's in a pretty safe area, but it's reassuring to have you keeping an eye on things.

First, you need to know how to get into the building. When you arrive, press the buzzer for number 15 – that's my neighbour, Eric Grueber. He knows you're coming and he'll hand over the keys to my apartment. The next time you need to get into the building, just enter the security number, which I'll stick on the fridge. I'm on the third floor, so I don't really care about windows being open. Please just make yourself at home.

There's a load of stuff in the fridge, so help yourself. But if you run out, head down to the supermarket on the corner. Tuesday is bottle and tin collection day, so could you please help me out by putting them in the green recycling box, and making sure the box is on the pavement before 8 am? My neighbours are fairly easy going, but please keep things sweet by not using the washing machine after 9 pm. Thanks!

As for getting around, all the good cafés and shops are just five minutes' walk and the city centre is traffic-free, so just use your legs! If you feel like going further, Lake Constance is a brilliant place to visit: there are good rail connections, and you can borrow my bike, too. I'll leave some tourist information leaflets and a train timetable in the kitchen.

Get in touch if you need any more info.

Johannes

Email B

From: Johannes

Dear Steve

Thank you for your email. I hope the following information will be of use to you.

Security matters

- On arrival: press the buzzer for number 15. You will be let into the building by my neighbour Eric Grueber, and then given the keys to my apartment door.
- Security number for the building: this will be on the fridge door.
- General security: windows can be left open at all times as the apartment is on the third floor.

Household responsibilities

- Food supplies: should you need to go shopping, the supermarket on the corner is reasonable.
- Recycling: bottles and tins must be placed in the green recycling box and placed outside on the kerb by 8 am Tuesday at the latest.
- Noise control: please refrain from using the washing machine after 9 pm.

Transport

- City centre cafés and shops: these can be accessed best on foot since the centre is free from traffic.
- Longer distances: the train is highly recommended and there is also a bicycle available for your personal use.

Johannes

3 **Compare the two sample answers and complete the table with how well the candidate did for each criteria.**

	Email A	Email B
Vocabulary		
Register and tone		
Grammatical structure		
Organisation		

4 **In Email A, the writer does more than just provide the basic information that was requested. Find examples of**

- how he makes his friend feel welcome.
- what he adds to make his friend feel positive about his upcoming stay.

5 **Now either write your own answer to the task in Exercise 2 or do the task below.**

You receive this message from an English friend who has agreed to help manage your shop for a day while you are away.

Hi – I'm looking forward to helping manage the shop next Saturday. But is there anything I need to know about the staff? What about opening and locking up? Is there any other information I should know? Send me an email, please.

Write your email in 220–260 words.

For more information on writing emails, see page 195.

10 REVIEW

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 In terms of weekly rent, the two apartments are almost the same.

HARDLY

In terms of weekly rent, there ..... between the two apartments.

2 All the employees have felt greatly relieved since management said there would be no job cuts.

SENSE

There ..... relief amongst all the employees since management said there would be no job cuts.

3 No-one's ever burgled my house, so I can only imagine how upset you are.

VICTIM

Having ..... burglary myself, I can only imagine how upset you are.

4 The fact that the flat is near the station is an advantage.

HANDY

One of the good points about the flat ..... the station.

5 'The man was running very fast, so I only saw him very briefly,' Gael told the police.

GLIMPSE

Gael told the police that he had only managed ..... of the man because he was running very fast.

6 Local councils are being pressed to find a solution to the housing shortage.

UNDER

Local councils ..... up with a solution to the housing shortage.

Language focus Participle clauses

Rewrite the following story using participle clauses and replacing any *and* in bold to combine ideas. See the example below of the rewritten first sentence of the story.

Having grown up in the countryside, Charlie wanted to go back there to spend his retirement.

Charlie had grown up in the countryside **and** he wanted to go back there to spend his retirement. He looked through a newspaper one day **and** he saw a cottage for sale in a picturesque rural area. It was situated in a small village near the church **and** it had a conservatory and a large garden **and** the garden contained fruit trees; it seemed perfect. He went to see it and bought it not long after that.

However, he moved into the cottage **and** he soon realised it was not the peaceful rural idyll he had expected. The church bells chimed every hour on the hour and kept him awake at night. Also, the village was in an area of outstanding beauty **and** coachloads of tourists arrived every weekend **and** disturbed the peace and quiet. Worst of all, the locals objected to the presence of outsiders in the village and they were very unfriendly towards him. Charlie lived there for six months **and** he decided to move back to the city.

Noun phrases

Complete the sentences using noun phrases formed from the words in brackets. There may be more than one answer, and you may need to change some of the words from plural to singular.

1 We're all still in a _____ (*shock*; *state*) after _____ (*his resignation*; *announcement*).

2 I found the _____ (*keys*; *car*) in the _____ (*back*; *drawer*).

3 We had a _____ (*cocoa*; *mug*) made with fresh _____ (*milk*; *cow*) from the farm next to the _____ (*site*; *caravans*).

4 There was a _____ (*delay*; *seven hours*) on our flight, so we spent most of Friday in the _____ (*airport*; *lounge*; *departures*).

5 Police want to interview a 17-year-old _____ (*youth*; *average build*) in connection with _____ (*robbery*; *yesterday*).

6 He wears a thick _____ (*chain*; *neck*; *gold*) and a _____ (*stud*; *nose*; *diamond*). It's all a _____ (*personal taste*; *matter*), I suppose, but it's not my _____ (*fashion*; *idea*).

7 He was a real taskmaster; we did _____ (*work*; *two months*) for him and during that time we didn't have a _____ (*rest*; *day*).

8 She gave a _____ (*talks*; *series*) on a _____ (*topics*; *number*) relating to the _____ (*environment*; *protection*).

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Rats share our streets

For thousands of years, rats have chosen to live **(0)** *ALONGSIDE* humans. These opportunistic **(1)** _____ have established their own colonies wherever people have camped, built villages or founded towns. And now that more and more people are shifting to cities, rat numbers have risen **(2)** _____.

City life suits rats for a number of reasons. A key factor is the **(3)** _____ of fast food. Rats share human taste **(4)** _____ for fat and sugar, so whenever city dwellers **(5)** _____ dispose of food scraps such as an unwanted pizza slice or melting ice cream, rats will make the most of this free meal. Another factor is that cities generate considerable heat. Although the average life **(6)** _____ of a rat is only around twelve months, during that time, there can be up to 15,000 **(7)** _____ stemming from a single pair when ample food and warmth create ideal breeding conditions.

With rats becoming increasingly **(8)** _____ to poisons, many cities are struggling to combat rodent population explosions. So far, no-one has come up with a viable solution.

ALONG
SURVIVE

ACCORD
ACCESS
PREFER
PROPER

EXPECT
DESCEND

RESIST

Writing Part 2 Report

You have just spent three months living in accommodation that your college organised for you. The college principal has asked you to write a report. In your report, you should describe the accommodation you are living in, comment on whether it has suited your needs, and suggest possible ways in which the experience of living there could be improved.

Write your report.

For more information on writing reports, see page 197.

Pronunciation Connected speech: elision

1 ▶ 10.2 Listen to the extracts from the Listening task on page 152 about moving house. What do you notice about the pronunciation of the /t/ and /d/ sounds in the underlined sections?

Speaker 1

1 My bank balance looked better ...

2 I found myself a flat ...

Speaker 2

3 ... the couple next door.

Speaker 3

4 I used to be part of a really tight circle ...

Speaker 4

5 But that hasn't been the case at all.

6 I really just need to make ends meet.

Speaker 5

7 I moved to Manchester from London ...

8 ... the ones I'd lost contact with.

Elision

In connected speech, when a /t/ or /d/ sound at the end of a word comes between two other consonant sounds, the /t/ or /d/ sound is often not pronounced. This is known as elision; the /t/ and /d/ sounds are elided.

2 Practise saying the extracts in Exercise 1 without pronouncing the /t/ and /d/ sounds in the underlined sections.

3 Read these statements about different living situations. Find two examples of elision in each statement and cross out the /t/ or /d/ that could be elided in connected speech. The first one has been done for you.

1 It must be fun living with friends, but I couldn't do it if they were noisy.

2 I've never really liked living where I do; it's dull and boring.

3 I've always found the idea of living in a different country appealing.

4 The countryside is the last place I'd choose to settle; I'd just go mad there.

4 10.3 Listen to check your ideas for Exercise 3. Then practise reading the sentences aloud, without pronouncing the /t/ and /d/ sounds that can be elided.

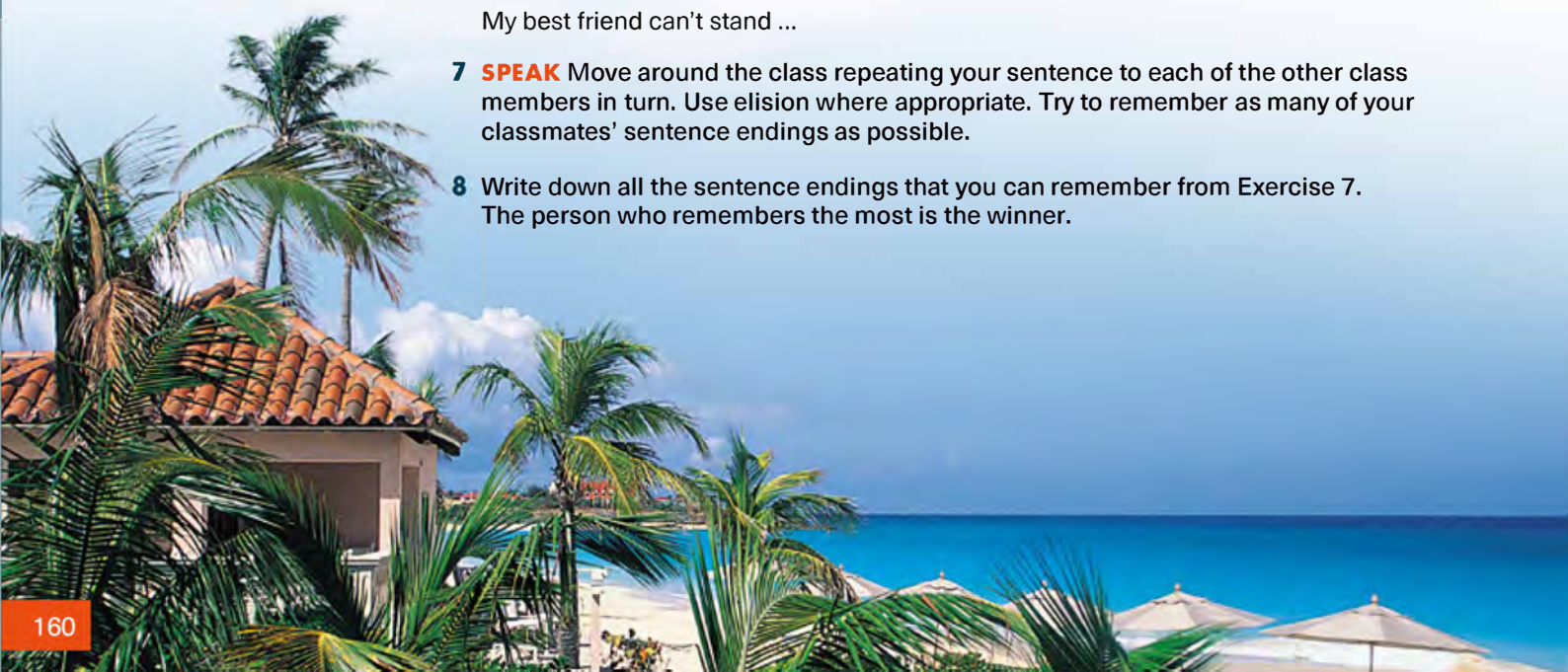
5 SPEAK Work in pairs. How true are the statements in Exercise 3 for you?

6 Complete the following sentence with a maximum of five words.

My best friend can't stand ...

7 SPEAK Move around the class repeating your sentence to each of the other class members in turn. Use elision where appropriate. Try to remember as many of your classmates' sentence endings as possible.

8 Write down all the sentence endings that you can remember from Exercise 7. The person who remembers the most is the winner.



11

CULTURAL VALUES

KEY LANGUAGE

Inversion

Sight

Nouns formed with *in*, *out*, *up*, *down* and *back*

PRONUNCIATION

Connected speech: assimilation

EXAM PRACTICE

Reading and Use of English Parts 2, 3 & 7

Writing Part 2

Listening Parts 1 & 3

Speaking Parts 1, 3 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

1 Would you be interested in finding out where your ancestors came from? Why/ Why not?

2 Who do you think has helped shape your identity more – family or friends?

3 Is there a cultural event near where you live which is very popular?

4 What is the best way to learn about another culture?

5 How important is it for people to have a sense of cultural identity?

11 CULTURAL VALUES

Reading and Use of English Part 7 Gapped text

1 **SPEAK** **Work in small groups. Discuss the question below.**

What would you say are typical dishes of your country? How do you think they might reflect the country's culture?

2 **You are going to read an article about a famous chef and his restaurant in Sweden. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.**

MAGIC OUT OF MOULD:

INSIDE THE WORLD'S WILDEST RESTAURANT

In an age when chefs are regularly compared to artists and philosophers, Magnus Nilsson is among the world's most renowned. But is the simple act of cooking ever worthy of such worship?

Magnus Nilsson, head chef at *Fäviken*, Sweden's premier fine-dining restaurant, is not fond of repeating himself, but there is a motto he uses with frequency: 'Do it once, perfectly.' He says it when observing that a chef has failed to place the cream in the same place on every dish, or when explaining why he paid so much for his elaborate composting facility, which has reduced the restaurant's waste to practically nothing.

1

When it was suggested that one be omitted from the collection because it was impractical, Nilsson offered to withdraw from the project, rather than publish it incomplete. The central thesis is that a country's dinner table reveals a great deal about its culture's values, economy, natural environment, and even family structure.

2

Nilsson's day job, however, is running *Fäviken*. Set 375 miles north of Stockholm, deep in the forested province of Jämtland, the restaurant is an hour's flight from Stockholm to Östersund, then a 75-minute drive north-west. Its setting is otherworldly. Mountain vistas unfold with little human interruption. At the height of summer, the sun shines for 24 hours a day. In the winter, the temperature drops to –40 C.

3

Intended to bring diners into an encounter with the origin of the food they eat, the movement has spread across this part of Europe. Like Danish chef René Redzepi in Copenhagen, Nilsson spends hours searching woods and riverbanks for ingredients. One dish is a single scallop poached in its own juices, which arrives at your table in its gigantic shell atop a bed of moss – the ocean meeting the forest. Food as an exercise in high aesthetics has been part of popular culture since the Spanish chef Ferran Adrià brought his restaurant, *El Bulli*, and its pioneering molecular gastronomy 'lab' to international fame in the late 1990s. But *Fäviken* is a restaurant whose food is also talked about as an expression of moral values.

4

During the long winter months, when the sun only breaks the horizon line for an hour or two each day and the land is sheathed in snow, such activity is not possible. Then the kitchen serves mostly foods they harvested in the warm months and then preserved. But the food isn't just appealingly local; it's a seemingly 'authentic' expression of a place.

5

Perhaps this is why a season's worth of reservations in Fäviken's 24-seat dining room sell out in minutes to international diners. One recent guest told me that he was not there just for the food. 'I think of Nilsson more as a philosopher or poet than a chef,' he said. If our dinner plates reveal who we are, what does Nilsson's rise to fame say about our fantasies and obsessions?

6

It was mycelium growing on straw, the caption explained, 'waiting to be turned into broth'. That nearly no one knows what mycelium is (it's a fungus) doesn't bother his admirers – the thrill seems to be that somewhere a hunter-chef is cooking it perfectly. This is our contemporary fairytale: a Swede making magic out of mould.

A This is made all the clearer when you hear the story behind each ingredient comprising a meal. What you are eating is an edible heirloom – something passed down through generations. So while Nilsson's food is not 'popular', exactly, it has been deemed important cultural material.

B This idea is not original, but Nilsson's book is the most exhaustive recent attempt to catalogue a segment of the world through its food. To compile it, he amassed 11,000 articles and 8,000 photographs, and travelled to the farthest reaches of the region to conduct interviews, all in his spare time.

C This comes, in part, from Nilsson's commitment to local sourcing: he cooks almost exclusively with ingredients that can be bought within a few hundred miles. His chefs search for moss, herbs, grasses, mushrooms, flowers and seeds from the restaurant grounds, and about half their produce is grown in the garden.

D This, too, was the guiding principle behind his recent book, an encyclopedic record of the past several hundred years of Nordic home cooking. It comprises 730 recipes, including about 30 Nilsson expects no-one ever to cook.

E The belief that food is a form of art, and therefore deserving of worship, goes some way to explain *Fäviken's* popularity. But there is more to it than this.

F The vast majority of people intrigued by Nilsson will never visit *Fäviken*, so they watch him on TV or check his Instagram, which recently featured a picture of what appeared to be two mouldy squares of breakfast cereal.

G As a home for a fine-dining restaurant, it is an odd choice, yet Nilsson's embrace of this landscape has set him apart as one of the most innovative chefs working today. In the eight years since its opening, *Fäviken* has become a pillar of the 'new Nordic' trend in food culture.

3 SPEAK Work in pairs. Discuss these questions.

Would you be interested in trying some of the dishes Fäviken serves? Why/why not?

What dishes from another country would you like to try? What dishes would you be reluctant to try?

Language focus Inversion

1 **Comment on the word order in the underlined extracts in 1–4, which are taken from reviews of Fäviken. What effect are the writers hoping to achieve by placing the words which are written in bold at the beginning of the sentence or clause?**

1 Our visit to Fäviken exceeded our expectations! **No sooner** had we arrived when we were greeted by a very friendly and professional member of staff. She...

2 The food at Fäviken is nothing less than incredible! I'm not usually a seafood fan, and **nor** do I particularly like game meat. However, on this occasion, ...

3 **On no account** should you eat even the smallest snack before you arrive at Fäviken! I lost count at 20 courses – each of which was done and presented to perfection.

4 I truly respect Magnus. **Rarely** do you find a chef that has such dedication and love for food and culture. My words can never do his food justice.

2 **Rewrite the sentences in Exercise 1 so that the words in bold do not appear at the beginning of the sentence/clause.**

1 *As soon as we arrived, we were greeted by a very friendly and professional member of staff.*

2 _____

3 _____

4 _____

3 **Complete the sentences with a suitable phrase. There is an example at the beginning (0).**

0 Not for one moment *did we suspect* that David had stolen it – it took us all completely by surprise.

1 No sooner _____ home than my mother phoned.

2 Only when _____ the news on television did she realise the full scale of the tragedy.

3 Never before in all my working life _____ such an incompetent boss.

4 Not until you've tidied your room _____ you to go out and play with your friends!

5 Hardly _____ his new job when the company ran into problems and made him redundant.

6 At no point in the marathon _____ of giving up: I had promised myself I would finish it.

7 Never again _____ her advice – I'm in more trouble now than I was before.

8 Little _____ that someone was recording their conversation.

4 **Go to Ready for Grammar on page 236 to check your answers to Exercises 2 and 3, and for further rules, explanations and practice.**

5 **Complete the following sentences so that they are true for you.**

1 Only very rarely do I _____.

2 Under no circumstances would I _____.

3 Never again will I _____.

4 Not once in my life have I _____.

5 Not since _____ have I _____.

6 Not until _____ did I _____.

6 **SPEAK Work in pairs. Compare your sentences from Exercise 5. Ask follow-up questions to get more details.**

Listening Part 1 Multiple choice

1 SPEAK Work in pairs. Discuss the following questions about photographs a–c.

1 In which English-speaking countries do you think they were taken?
2 What significance might the tattoos have for the young man in photograph a?
3 What hardships do you think the Chinese migrants in photograph b had to face in a new country?
4 How do you think the children are feeling in photograph c?

2 11.1 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear part of a radio discussion in which two people are talking about working for Summer Camps USA.

1 When talking about her experience, the woman says she appreciated
   A the opportunity to explore the local area.
   B the supportive behaviour of colleagues.
   C the feeling of being useful to others.
2 The man compares summer camp to a military camp to suggest that
   A there are strict rules.
   B the facilities are basic.
   C the working hours are long.

Extract Two

You hear part of a radio interview with two Chinese Australians who took part in a documentary about Chinese migration.

3 The documentary helped the man to realise
   A that he was essentially more Chinese than Australian.
   B how fortunate he was compared to other Chinese Australians.
   C what earlier generations of his family had endured.
4 According to the woman, Chinese Australians are now
   A working in a greater range of professions.
   B regarded as genuine Australian citizens.
   C better educated than other ethnic groups.

Extract Three

You hear two friends discussing an exhibition they have seen on the art of tattooing.

5 The aspect of the exhibition the man thinks is most successful is the way it
   A challenges some widely held prejudices.
   B showcases a range of international designs.
   C gives equal space to old and modern images.
6 The woman was particularly impressed by the way that Samoan tattoos
   A will often be created with a set of traditional tools.
   B can reveal the identity of the person who made them.
   C are being gradually adapted by the young generation.

Vocabulary Sight

1 Choose the correct alternative in the following extracts from the Listening.

1 ... we really *looked* / *showed* out for each other when things got tough.
2 Our communities used to be hidden from *show* / *view* ...
3 ... there are Chinese Australians making a name for themselves in the arts – a rare *vision* / *sight* not so long ago.
4 The advertising for the exhibition said, 'providing a unique *view* / *look* at the past, present and future of tattooing' ...
5 There were some items on *view* / *sight* that show how many artists still use ...

2 Complete the sentences with a noun from the box. In each pair, the noun required for both sentences, a and b, is the same.

eye look sight view vision

1 a Looking out across the bay, she suddenly **caught** _____ **of** a dolphin.
b Stay here, don't say a word and **keep out of** _____!
2 a A movement in the bushes **caught my** _____ and I moved closer to investigate.
b You'll need a good telescope, as the star is not normally **visible to the naked** _____.
3 a He sprayed slogans on the ministry building **in full** _____ **of** the security guards.
b As we turned the corner, the house **came into** _____.
4 a You've probably sprained it or something. Let me **have a** _____ **at** it.
b Now it's time for *In Depth*, in which we **take a closer** _____ **at** an issue in the news.
5 a The mole, a creature which spends most of its life underground, has very **poor** _____. Nor can it hear or smell very well.
b Many of his short stories offer a dark and terrifying _____ **of the future**.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 We saw a bear almost as soon as we began our journey.
SIGHT
No sooner had we set _____ of a bear.
2 We only realised what it was when we examined it more closely.
LOOK
Not until we took a _____ realise what it was.
3 Fame became too much for her and she became a recluse.
PUBLIC
She could no longer put up _____ eye and she became a recluse.
4 Check that your valuables cannot be seen by potential thieves.
KEPT
Make _____ of sight of potential thieves.

4 SPEAK Talk to your partner about:

- **a familiar sight** in your town or the surrounding countryside at this time of year.
- **a breathtaking view** you have seen.
- someone **in the public eye** whom you admire.
- a radio or television programme you know which provides **an in-depth look** at current affairs.
- the advantages and disadvantages of having **X-ray vision**.

Speaking Part 3 Collaborative task

1 SPEAK Here are some activities that often need volunteers. Talk to each other about what people might learn from volunteering for these activities.

What might people learn from volunteering for these activities?
working on an archaeological site
teaching their language to others
coaching a young sports team
working on environmental projects
helping the elderly with technology

2 SPEAK Now decide which two of these activities might benefit a volunteer the most.

Speaking Part 4 Further discussion

Discuss the following questions on the topic of volunteering.

- Are there any organisations in your country that often ask for volunteers?
- How important is it for teenagers to help out in their community?
- Some people feel it is better to get involved in voluntary work in their own country, rather than in another country. What is your opinion?
- How far do you agree that people doing voluntary work are often underappreciated?

Listening Part 3 Multiple choice

1 SPEAK Read the 'one-liners' below – jokes that comedians have told at the Edinburgh Fringe Festival. Tell your partner which, if any, you find funny.

Adele Cliff: I accidentally booked myself onto an escapology course; I'm really struggling to get out of it.

Ross Smith: Sleep is my favourite thing in the world. It's the reason I get up in the morning.

Chris Turner: Never Apologise! Never Explain! – Sorry, that's my motto.

Richard Stott: Someone stole my antidepressants. Whoever they are, I hope they're happy.

2 11.2 You will hear part of an interview in which two college lecturers called David Marshall and Josie Shi Xu are talking about comedy and humour. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1 What point does David make about the best jokes at the Edinburgh Festival?
- A They show the importance of timing in comedy radio.
- B They rely on an understanding of current affairs.
- C They would be amusing to people of any nationality.
- D They tend to make people smile rather than laugh a lot.

2 David mentions showing an online lecture to his students to illustrate how
- A people can misunderstand the purpose behind humour.
- B irrelevant points might undermine a person's message.
- C some controversial topics are best treated with respect.
- D a sense of distance can lessen the impact of a joke.

3 When Josie compares humour in the US to Chinese humour, she says that
- A Americans rely on exaggeration to amuse others.
- B both cultures use jokes in order to relieve social tension.
- C the use of word play is seldom used in American comedy.
- D Chinese people prefer not to make someone feel silly.

4 In Josie's opinion, a TV series like *Fawlty Towers* shows how
- A programmes have to be adapted to suit local tastes.
- B visual humour no longer appeals so much to the British.
- C people laugh at things which are relevant to their society.
- D joke-telling in Britain can be used to establish seniority.

5 Josie believes that 'international humour' courses
- A are unlikely to be necessary in modern times.
- B would require participants to be multi-lingual.
- C may well be a trend that continues to grow.
- D might be of some use in business circles.

6 When asked about the effect of upbringing, David and Josie both say that
- A young children and parents rarely share a sense of humour.
- B young children tend to take their social cues from their parents.
- C parents usually end up being the target of their older children's jokes.
- D parents often embarrass their older children when attempting to be funny.

3 SPEAK How would you describe the sense of humour in your country?

Word formation Nouns formed with *in*, *out*, *up*, *down* and *back*

1 **Complete the nouns from the Listening with a word from the box. There are two words that you do not need to use.**

back down in out up

1 A tutor might be able to convey the *gist* of a joke from another country, but you wouldn't get that _____ sight into *why* it was funny.
2 Is _____ bringing a factor that shapes our sense of humour?
3 ... when Chinese students and American students would hang out together, there would often be a break _____ in communication.

2 **Complete the sentences with an appropriate noun form of the word in brackets. Each of the nouns should be formed using one of the words in the box.**

back down in out up

0 Organisers blamed the bad weather for the **low** *turnout* (*turn*); fewer than 2,000 people attended this year's festival.
1 A **heavy** _____ (*pour*) before the start of the match left the pitch looking rather like a swimming pool.
2 News of a **sharp** _____ (*turn*) in property prices will not please first-time buyers.
3 The new tax legislation is designed to help those **on a low** _____ (*come*).
4 There has been a **serious** _____ (*break*) **of** cholera on the island, infecting over 50,000 people.
5 The proposal **suffers from** two **major** _____ (*draw*), in my opinion.
6 The aim of this report is to evaluate every **possible** _____ (*come*) **of** the company's decision to relocate.
7 Even though the project has **suffered a major** _____ (*set*), we are determined to keep going.
8 There has been a 5 per cent **fall in industrial** _____ (*put*) this year, in contrast to agricultural production, which has risen by 3 per cent.
9 He came from a **privileged** _____ (*ground*) but turned his back on wealth.
10 The band broke up when Liam could no longer put up with his brother's _____ (*bursts*) **of temper**.

3 **Complete each sentence with a noun you formed in Exercises 1 and 2.**

1 A person's socio-economic _____ doesn't make a difference in a job interview nowadays.
2 Anyone on a good _____ should pay tax at a higher rate than someone earning very little.
3 A good way of ensuring a high voter _____ for an election is to pay people to vote.
4 A person's dreams can provide an interesting _____ into their subconscious fears and feelings.

4 **SPEAK** **Work in pairs. Discuss the statements in Exercise 3, explaining why you agree or disagree with them.**

Writing Part 2 Proposal

1 Read the following Part 2 task, underlining key words in the instructions.

> The committee of your college's Arts Club, of which you are a member, has decided to publish a monthly arts magazine for students. The leader of the committee asks you to draft a proposal saying what should be included in the magazine, suggesting who could contribute to it, and outlining ways in which interest in the magazine could be generated.

Write your **proposal** in **220–260** words.

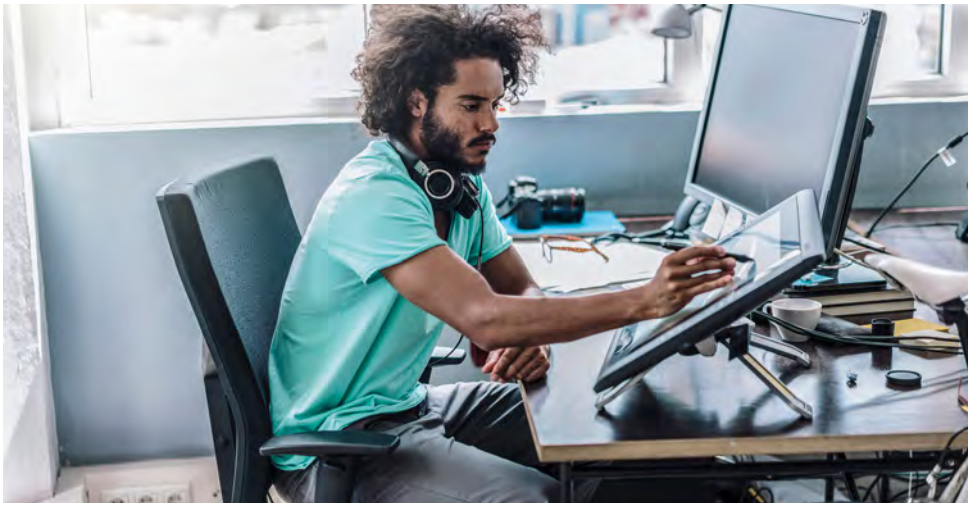
2 Here are some notes about what could be included in the magazine. Which ideas would you include? Expand the notes with further detail. Is there anything else you would include?

Notes

- Reviews of _____
- Promotions of events and services like _____
- Q&A interviews with _____
- Competitions about _____
- Quizzes on _____
- Articles on _____
- Opinion pieces on topics like _____

3 Here are some possible ways of generating interest in a new student magazine. Which, if any, of these would you choose and why?

email launch party posters social media word of mouth



4 Read the answer to the task in Exercise 1. Are any of your ideas from Exercises 2 and 3 included?

PROPOSAL FOR THE NEW ARTS MAGAZINE

INTRODUCTION
The committee intends to produce a new arts magazine targeted at students attending college. The following are my suggestions for attracting the widest possible readership to the publication.

REVIEWS
Firstly, I recommend including several reviews per issue. In these, committee members or 'guest writers' could report on local concerts, especially when our own students were performing. We could also review exhibitions and comedy acts if they were offering student concessions.

Q&A INTERVIEWS
In addition, it would be interesting to feature interviews with graduates who are now working in an arts-related industry. In particular, it might be useful for our current students to hear about the steps people took after leaving college, what their job involves and any tips for 'getting your foot in the door'.

ONLINE TUTORIALS
A further idea would be to provide a fortnightly digital edition of the magazine as well as the monthly print version. This could feature video tutorials, for example, on using Photoshop® for 3D effects.

LAUNCHING THE MAGAZINE
I propose that we promote the magazine via social networking sites and the college website as this will be the most cost-effective way to reach the widest audience. I also think that a promotional page should be running at least three weeks ahead of the first issue so people can contribute articles or use the site to promote their arts events.

CONCLUSION
I believe our arts magazine could attract a wide readership provided we focus on topics and events that are directly relevant and connected to our own student body.

5 Read the model answer again and underline examples of the following:

- structures and expressions for making suggestions
  I recommend including ...; 'guest writers' could report on ...
- linking words and other cohesive devices.
  Firstly; In these ...

6 Now read the task below and write your own proposal in 220–260 words.

You see the announcement below on the website of The Far Horizons Club, of which you are a member.

The Far Horizons Club welcomes suggestions for new cultural experiences for its members. The Club Secretary invites you to send a proposal for cultural experiences that could be held over a weekend.

In your proposal suggest some new events or activities that could be held, say who you think could run them and explain how these events or activities would provide a cultural experience.

For more information on writing proposals, see page 196.

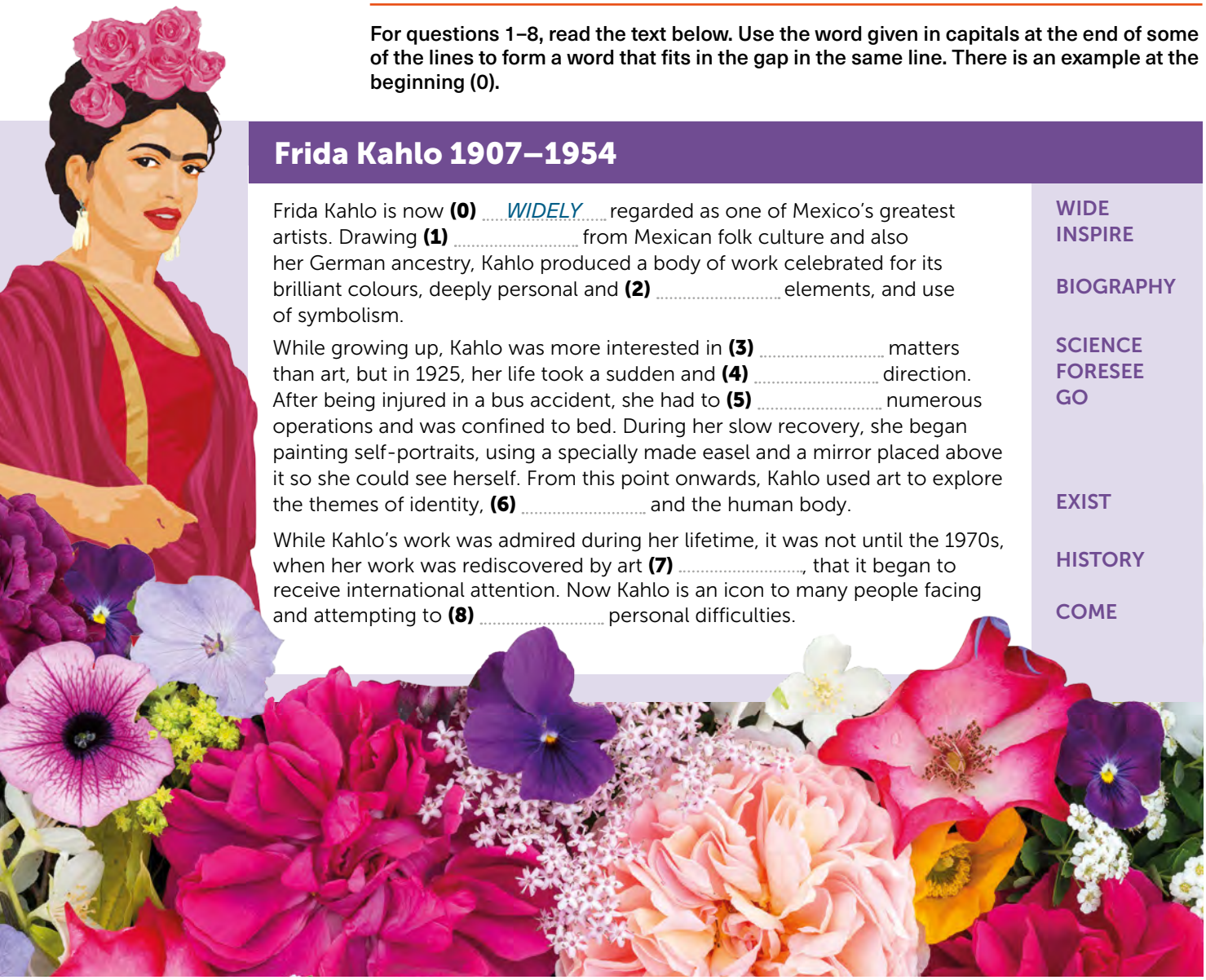
Don't forget!

- Plan your answer by making brief notes on the content of each paragraph.
- Make sure your reader is fully informed. Explain your ideas clearly and give reasons for your suggestions.
- Consider your target reader and use an appropriate register consistently.
- Include a range of vocabulary and structures.
- Use a variety of linking devices.

11 REVIEW

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).



Frida Kahlo 1907–1954

Frida Kahlo is now **(0)** *WIDELY* regarded as one of Mexico's greatest artists. Drawing **(1)** _____ from Mexican folk culture and also her German ancestry, Kahlo produced a body of work celebrated for its brilliant colours, deeply personal and **(2)** _____ elements, and use of symbolism.

While growing up, Kahlo was more interested in **(3)** _____ matters than art, but in 1925, her life took a sudden and **(4)** _____ direction. After being injured in a bus accident, she had to **(5)** _____ numerous operations and was confined to bed. During her slow recovery, she began painting self-portraits, using a specially made easel and a mirror placed above it so she could see herself. From this point onwards, Kahlo used art to explore the themes of identity, **(6)** _____ and the human body.

While Kahlo's work was admired during her lifetime, it was not until the 1970s, when her work was rediscovered by art **(7)** _____, that it began to receive international attention. Now Kahlo is an icon to many people facing and attempting to **(8)** _____ personal difficulties.

WIDE
INSPIRE

BIOGRAPHY

SCIENCE
FORESEE
GO

EXIST

HISTORY

COME

Vocabulary

Complete the sentences with the correct form of a verb from the box.

break catch come keep look suffer take turn

1 On tonight's programme we'll be _____ a critical look at education.
2 _____ out for a present for Luke when you go shopping tomorrow.
3 Their hopes of winning the championship _____ a serious setback on Saturday, when they lost at home to United.
4 She peered out into the audience, hoping to _____ sight of her mother.
5 A cheer went up on deck as the harbour _____ into view.
6 Toys should be _____ out of sight all the time a child is eating.
7 Thousands of people _____ out to catch a glimpse of the president as he toured the region.
8 Tensions grew between the two nations until finally war _____ out in March.

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

PHOTOGRAPHIC PORTRAITS

The most famous portraits are now created by photographers rather **(0)** *THAN* painters, and the people **(1)** ..... the lens are as celebrated as the sitters in front. But are the images they produce of celebrities worthy of serious art exhibitions? Will they **(2)** ..... looked back on as a true record of the age?

Critics say fashion photographers lack artistic depth and integrity, **(3)** ..... of which are necessary to be a true artist. Their defenders say their approach is little different from **(4)** ..... of respected portrait artists throughout the ages, from the German Hans Holbein to English painter Sir Joshua Reynolds. Just **(5)** ..... court artists in the past, photographers in modern times work to a tight timetable and rarely have time to get to know their sitter.

For a painter like Reynolds, this was **(6)** ..... much the case. It is known that he **(7)** ..... hold up to eight sittings in a day to finish a work on time. Not **(8)** ..... the 19th century did the idea emerge that art should not be commercially based.

Writing Part 2 Review

You see the following announcement on a website, Events 360.

Send us a review of an exhibition you have recently visited. What was the focus of the exhibition? How well informed were you by the end of your visit? Who do you think this exhibition would appeal to?

Write your review in 220–260 words.

For more information on writing reviews, see page 198.

Pronunciation Connected speech: assimilation

1 **11.3** Listen to the extracts from the audioscript for the Listening task on page 165. What do you notice about the pronunciation of the first word in the each of the highlighted pairs?

1 Before the documentary, I didn't know much about **that period** of history.
2 ... and we **went backpacking** together **in Portugal**.
3 You no longer have parents insisting their **kid goes** to college for seven years ...
4 Maybe **it could** have had a few more illustrations ...
5 ... just so their children's lives **would be** better.
6 **When my** sisters and I were growing up ...

2 In connected speech, some sounds at the end of one word can change or become like the consonant sound at the beginning of the next. This process, which is common to many speakers, is known as assimilation.

Use the highlighted examples from Exercise 1 to complete the information in the box.

Assimilation

1 The /t/ sound at the end of one word can become like the /p/ or /k/ sound at the beginning of the next word.

white paper /waɪp peɪpə/ *credit card* /kredɪk kɑ:d/
that period

2 The /d/ sound at the end of one word can become like the /b/ or /g/ sound at the beginning of the next word.

good book /gʊb bʊk/ *bad girl* /bæg gɜ:l/

3 The /n/ sound at the end of one word can change to /m/ if the next word begins with a /p/, /b/ or /m/ sound.

ten pegs /tem pegz/ *green boat* /grɪ:m bəʊt/ *on Monday* /ɒm mʌndeɪ/

4 Elision (see page 160) and assimilation can occur at the same time. If a /t/ or /d/ sound between two other consonants is not pronounced, the first of the remaining two consonants may be changed by the second.

grandparents /græmpeərənts/ *Don't move* /dəʊm mʊv/

3 **11.4 SPEAK** Listen and repeat the examples of assimilation from the box.

4 Underline two words in each of the following sentences which might be affected by assimilation in connected speech. Write down the resulting sound under each word.

0 I got cold very quickly so I left early and come home on my own.
/k/ /m/

1 As well as food, you should bring your own blankets and chairs to the event.

2 I took a short cut through the park and ended up in a very green part of the city.

3 I understand why you can't stand broccoli, but I don't see how you can hate potatoes.

4 This stretch of coastline boasts beautiful wide bays and seven miles of golden sands.

5 Lee arrived wearing a light pair of jeans, a brown leather jacket and bright red glasses.

6 It doesn't matter too much if I can't find my wallet; there was nothing in it.

5 **11.5 SPEAK** Listen to sentences 1–6 in Exercise 4, then practise reading them aloud.

6 **SPEAK** Work with a partner. Turn to the Additional materials on page 204.

12

THE WORLD ABOUT US

KEY LANGUAGE

Conjunctions and linking adverbials
Modal verbs: *must*, *need*, *should* and *ought to*
Expressions and phrases with *work*
Adverbs expressing attitude or opinion

PRONUNCIATION

Consonant clusters

EXAM PRACTICE

Reading and Use of English Parts 1, 2, 4 & 5
Writing Parts 1 & 2
Listening Parts 2 & 4
Speaking Parts 1 & 2

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

1 Are you the kind of person who enjoys being surrounded by nature? Why/Why not?
2 How environmentally aware would you say that you are?
3 If you could make one change in your daily routine to help 'save the planet', what would it be?
4 What do you think is the best way to encourage people to be more 'green'?
5 How important is it for young people to spend time outdoors in a rural environment?

12 THE WORLD ABOUT US

Listening Part 2 Sentence completion

1 SPEAK Work in pairs. Discuss the following questions.

1 When you travel, do you usually take photographs?
2 How do you rate yourself as a photographer?
3 What do you think would be the highlights and downsides of a career in wildlife photography?

2 12.1 You will hear a photographer called Nina Christie giving a talk about her work. For questions 1–8, complete the sentences with a word or short phrase.

Nina Christie

WILDLIFE PHOTOGRAPHER

Nina says that a successful wildlife photographer will have a natural flair for **(1)** _____, as well as having good technical skills.

Nina explains that a permit must be obtained by photographers for any **(2)** _____ in an African country.

Nina likes to research the **(3)** _____ of animals on her list before going a trip.

Nina always packs a **(4)** _____ for her trips, as well as technical equipment.

Nina recommends practising some **(5)** _____ before heading to a country for the first time.

In Nina's opinion, a good photograph should be a record of a **(6)** _____.

Nina is concerned that a camera lens can act as a **(7)** _____ between the photographer and the subject.

Nina hopes that her new exhibition will draw attention to the **(8)** _____ occurring in remote areas.

3 SPEAK Do you agree with Nina that

- it is only when people protest that governments do anything to protect wildlife?
- using digital manipulation to alter a photograph is something to be avoided?

Vocabulary Expressions and phrases with *work*

1 What do these underlined phrases or expressions from the Listening mean?

1 ... so if you want (photography) to work out as a long-term career, you need to be determined.
2 I list the animals I'm intending to photograph and do my groundwork.
3 Getting bitten by mosquitoes or creepy-crawlies – it's all in a day's work ...

2 Complete the work expressions with words from the box.

clock dirty ethic hours knowledge order vigorous way

1 Please reassure the client that we're **working around the** _____ to fix the problem.
2 I **worked all** _____ for that company and for very little pay.
3 Employees must ensure that the machinery is **kept** clean and **in good working** _____.
4 We need someone with **a good working** _____ **of** French.
5 The only thing that helps me de-stress is **a** _____ **workout at the gym**.
6 The manager didn't want to tell the staff about the redundancies, so he got his assistant to **do his** _____ **work** for him.
7 Most people I know have to **work their** _____ through university.
8 Adrian has a terrible **work** _____ – he arrives late, and then spends the first hour checking his personal emails.

3 SPEAK Choose three of the expressions from Exercises 1 and 2 above. Use them to talk about situations which are true for yourself.

My brother couldn't face telling my parents that he had damaged the car, so he got me to do his dirty work for him.

4 Discuss the meaning of the phrasal verbs in bold using the context to help you.

1 In my appraisal, they told me I had to **work on** my presentation skills.
2 We've got a good team, and so I'm sure they'll be able to **work around** the problem.
3 It's going to take at least an hour at the gym to **work off** the cake I ate this morning.
4 Sheku's **working up to** asking Mr Danson for a pay rise – hopefully he'll ask by the
5 The two countries are **working towards** a lasting, peaceful solution.
6 Ben needs to **work through** some of the guilt he's feeling.

5 SPEAK Work in groups. Talk about

- something you need to work on
- a problem you once had to work around
- the best way to work off extra calories
- a time you had to work up the courage for something
- a dream, plan or ambition you are working towards
- how you would help a good friend work through a painful breakup.

Reading and Use of English Part 5 Multiple choice

1 **SPEAK** **What conservation projects have you heard of that are happening in your country? What are the aims of these projects?**

2 **You are going to read a magazine article about an approach to conservation called rewilding. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.**

1 What does the writer say about the term 'rewilding'?
- **A** It may be understood differently by people helping ecosystems to recover.
- **B** It is often used inaccurately by opponents hoping to spread misinformation.
- **C** It has been rejected by people who depend on agriculture for a living.
- **D** It fails to describe the range of activities environmentalists are engaged in.

2 What is the writer doing in the second paragraph?
- **A** explaining why habitat restoration is important
- **B** describing some of his childhood experiences
- **C** prioritising species that should be protected
- **D** dismissing a view about habitat restoration

3 What does the writer suggest about the benefits of rewilding in the third paragraph?
- **A** They will become more obvious as environmental problems worsen.
- **B** They are hardly worth the investment regional authorities must make.
- **C** They are clearly evident in some groups in society.
- **D** They are not what some people might imagine them to be.

4 The writer is concerned that some British journalists
- **A** overlook the achievements of rewilders doing work in other countries.
- **B** cannot distinguish rewilding from other kinds of conservation project.
- **C** do not focus sufficiently on rewilding ventures that are small-scale.
- **D** produce articles on rewilders that are sometimes disrespectful in tone.

5 The writer uses the example of *Oostvaardersplassen* to
- **A** stress the importance of consulting different experts.
- **B** criticise a policy that led to a decline in certain species.
- **C** highlight a challenge that rewilding advocates are facing.
- **D** question the emotional response of people opposed to rewilding.

6 In the final paragraph, what point does the writer make about rewilding?
- **A** It requires strong-minded people to lead others.
- **B** It may one day be considered as a normal activity.
- **C** It is more complex than other environmental issues.
- **D** It requires more research in order to be widely accepted.

3 **SPEAK** **Take part in a discussion about rewilding. Listen to the instructions your teacher gives you.**

REWILDING

ONE STEP AT A TIME

Rewilding, in essence, is a simple concept: areas of wilderness are identified for restoration, native animals and plants are re-introduced, and natural processes take over. The term itself was coined in the 1990s by American conservationist Dave Foreman, a founding member of *The Rewilding Institute*. But language, much like nature, undergoes continuous transformation, reshaping and refining. To some, rewilding now incorporates the idea of building 'corridors' so that species can cross from one area of wilderness to another, as they would have done in pre-human times. To others, it is about letting 'natural chaos' take over; meaning any human interference is prohibited. Certainly it provokes alarm amongst farmers and landowners, so much so that some committees overseeing restoration projects are reportedly avoiding the word altogether.

Why might the average person be drawn to the idea of rewilding? The reason is not, as some critics have implied, nostalgia. Most of us can't say, 'Ah yes, where did all those Adonis Blue and Red Admiral butterflies go, that were once so common in my back garden?' or 'How I miss the nightingale song I used to hear in my local woods.' We cannot recall things that are beyond living memory, let alone a time when wild pigs and deer ran rampant through forests. Indeed, we need not be remotely sentimental to see why biodiversity is desirable.

There are numerous benefits to rewilding. At the most pragmatic level, without healthy ecosystems, our crops will fail and obviously we will not survive. A viable food chain must start with pollinators, such as bees and hoverflies. Intensive farming, however, has largely eliminated the wildflowers they feed on and turned much of our landscape into lifeless soil. Only by reintroducing missing insects, plants and animals can we reverse this trend. And if hard-nosed sceptics are worried that rewilding comes at a cost to the taxpayer, they should note the income derived from wildlife tourism for struggling rural communities, as is apparent in parts of Scotland, Finland and France, where ospreys, bears and vultures have been returned respectively.

The notion of rewilding has certainly caught the public eye in Britain, and journalists have played their part in this. Some have warned about the potential dire consequences, and accused rewilders of being naïve at best, and extremists at worst. Others have written with more enthusiasm, heaping praise on such schemes as releasing beavers back into English streams and voles into Scottish rivers. Devoting attention to efforts like these is no bad thing, yet rewilding is something different altogether: an entire ecosystem becoming self-regulatory and self-sustaining. Furthermore, if the public and policymakers are to be persuaded of the merits of rewilding, they must be confident that journalists are providing the full picture. In Spain's Guadarrama hills, for example, wolves appear to be breeding, to the joy of conservationists, and to the consternation of shepherds, some of whom have already lost sheep and cattle to these predators. Honest discussion about this kind of issue is required.

Rewilding projects, it has to be said, do not always go as planned. Even when they do, the results are controversial. *Oostvaardersplassen* is a case in point. Once a vast industrial zone, it is now a nature reserve east of Amsterdam in Holland, where red deer, horses and cattle roam free, and a variety of small mammals and insect species thrive. Not so long ago *Oostvaardersplassen* was held up as a rewilding success story, internationally renowned amongst ecologists. Then, following a particularly harsh winter, numbers of the larger animals plummeted. While those in charge of *Oostvaardersplassen* simply saw evidence of natural processes, many ordinary Dutch citizens were appalled at the losses. How to make the 'circle of life' more acceptable to wider society will be no easy task for pioneers in the rewilding movement.

The idea that we should allow nature to reclaim parts of our landscape is, at the moment, far more divisive than say, any proposal for reducing plastic waste or tackling the illegal ivory trade. Few people would be blind to the advantages of limiting plastic consumption or argue against protecting elephants from poachers. Yet not so long ago, no-one gave a second thought to these things. It took the incredible efforts of a few passionate, principled individuals to educate the majority of us through long campaigning and evidence-based argument. Hopefully, fifty years from now, with ecosystems flourishing again, people will question why our generation ever saw rewilding as controversial.

Language focus Conjunctions and linking adverbials

1 **Choose the correct conjunction to complete the extracts from *Rewilding one step at a time*.**

1 **...** rewilding now incorporates the idea of building 'corridors' ***so that*** / ***otherwise*** / ***in case*** species can cross from one area of wilderness to another ...

2 A viable food chain must start with pollinators, such as bees and hoverflies. Intensive farming, ***however*** / ***whereas*** / ***although***, has largely eliminated the wildflowers they feed on ...

2 **Read the sentences in Exercise 1 again. Answer the following questions.**

a Which sentence expresses contrast?

b Which sentence expresses reason?

3 **Linking adverbials are used to connect one sentence with another. They frequently appear at or near the beginning of a sentence and are followed by a comma.**

*Intensive farming, **however**, has largely eliminated the wildflowers they feed on ...*

***Once** a vast industrial zone, it is now a nature reserve ...*

Complete the sentences with one of the linking adverbials in the box.

Contrast and concession

By contrast Despite this On the contrary

1 He does not act hastily._____, he sometimes takes days to reach a decision.

2 The song of the blackbird is melodious, but limited in range. _____, the starling mimics other birds and has an extremely varied repertoire.

3 The salary being offered was very low. _____, there were over 650 applications for the job.

Time

By that time From that time on In the meantime

4 I hope to get a new computer next month. _____, I'll use my husband's laptop.

5 We finally reached the campsite at sunset. _____, I was exhausted and went straight to sleep in the tent.

6 The burglary affected us in other ways, too. _____, we always made sure one of us was in the house.

4 **Complete the linking adverbials with a word from the box. You will need to use one of the words more than once. All three adverbials in each section perform the same function.**

as for from in of on to

Reason and result

Her health had deteriorated significantly.

1 _____ **a result**, ...

2 _____ **account** _____ **this**, she decided it would be best to retire.

3 _____ **this reason**, ...

Addition

Professional photographers will pack a range of lenses and filters for their assignments.

4 _____ **addition** _____ **this,** ...

5 _____ **well** _____ **this,** they'll take all sorts of medicine with them.

6 **Apart** _____ **this,** ...

5 **Go to Ready for Grammar on page 236 for further rules, explanations and practice.**

6 **Complete each of the sentences in an appropriate way.**

0 You should start revising now,
- a otherwise *you'll start to panic nearer the exam*.
- b even though *the exam is in three months' time*.

1 The country was hit by torrential rain overnight.
- a As a result, _____.
- b What is more, _____.

2 This year's concert was held in a large indoor venue,
- a so that _____.
- b whereas _____.

3 He hadn't exactly had a stressful day.
- a On the contrary, _____.
- b By contrast, _____.

4 I wouldn't recommend it as a holiday destination,
- a unless _____.
- b although _____.

7 **SPEAK** **Work in pairs. Compare your sentences in Exercise 6.**

Listening Part 4 Multiple matching

1 **SPEAK** **Work in groups. Look at photos a–e. What environmental issue does each photo represents? What do you know about these issues?**

2 **12.2** **You will hear five short extracts in which people are talking about their involvement in environmental movements.**

TASK ONE

For questions **1–5**, choose from the list (**A–H**) the reason each speaker gives for becoming involved in the movement.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) which aspect of involvement in the movement each speaker has found surprising

While you listen you must complete both tasks.

A to feel less helpless
B to help out someone else
C to set a good example
D to prove someone wrong
E to overcome a sense of guilt
F to stop a cruel practice
G to assist with fundraising
H to impress employers

Speaker 1 ☐ 1
Speaker 2 ☐ 2
Speaker 3 ☐ 3
Speaker 4 ☐ 4
Speaker 5 ☐ 5

A the business opportunities
B the attitude of authorities
C reactions of family members
D negative media coverage
E a new social network
F the community response
G people's diverse backgrounds
H the time commitment

Speaker 1 ☐ 6
Speaker 2 ☐ 7
Speaker 3 ☐ 8
Speaker 4 ☐ 9
Speaker 5 ☐ 10

a

b

c

d

e

Language focus Modal verbs: *Must, need, should and ought to*

1 **Which of the speakers (1–5) in the Listening said these sentences?**

1 My parents' generation **should have** taken action years ago, but they left it to us.
2 I **didn't need** any further encouragement. I thought, well, someone's got to lead the way!
3 But I **needn't have** worried because one week, out of the blue, a bunch of locals turned up ...
4 There **must have been** at least 30 of them last week.
5 I felt I **had to** join the campaign ...

2 **Match sentences 1–5 in Exercise 1 with functions a–e.**

a saying that something wasn't necessary, and it didn't happen
b speculating about the past, expressing a feeling of certainty
c expressing regret about something that did not happen in the past
d talking about a feeling of obligation in the past
e saying that something wasn't necessary, but it did happen

3 **SPEAK** **Work in pairs. Discuss the following questions about the sentences in Exercise 1.**

1 Which of the sentences do not contain a modal verb?
2 What are the main characteristics of a modal verb?
3 In which sentence could *ought to* be used instead of one of the words in bold, without changing the meaning?

4 **Explain the difference in meaning between the words in bold as they are used in the following sentences. The first one has been done for you.**

must – for talking about internal obligation: I think it is necessary to go

1 I really **must** be going – my son **should** be home from school soon and I **have to** take him to his swimming class.
2 I know you **shouldn't** tell lies, but you **don't have to** tell him the whole truth, either. You **mustn't** let him know you've been here.
3 The boss **doesn't need to** know that you've applied for another job. You **needn't** worry – I won't tell him.

5 **Go to Ready for Grammar on page 238 to check your answers to Exercise 4 and for further rules, explanations and practice.**

6 **Underline the correct alternatives. Either one, two or all three alternatives may be possible.**

1 I cleaned the flat specially for tonight, but I *mustn't* / *needn't* / *shouldn't* have bothered.
2 You really *must* / *need* / *should* do something about your handwriting.
3 What do you *have* / *ought* / *need* to do to become famous?
4 I'm meeting my partner's parents for the first time tomorrow. What *need* / *ought* / *should* I wear?
5 We're going into town, but you *needn't* / *don't need to* / *don't have to* come if you don't want to.
6 They *ought to* / *must* / *should* have got there by now. Why haven't they phoned?
7 I really *needed to study* / *must have studied* / *ought to have studied* hard at the weekend, but I did absolutely nothing.
8 If you *should* / *ought to* / *need to* happen to see my ex-boss there, can you give him my regards?

7 **SPEAK** **Work in pairs. Choose four of the sentences from Exercise 6 and have four separate conversations with your partner, using a different sentence to start each conversation. Remember to say your first sentence with one of the correct alternatives.**

A: What do you think I should wear tomorrow night to meet Anya's parents?

B: I think you should make an effort and dress up. So maybe you could ...

Reading and Use of English Part 1 Multiple-choice cloze

1 **SPEAK** You are going to read a short text about the kea, a bird that lives in New Zealand and which often appears in news stories. Before you read, look at the photos and predict why this bird receives so much media attention.

2 Quickly read the text, ignoring the gaps for the moment. Was your prediction correct?

3 For questions 1–8, read the text again and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

THE KEA AN UNUSUAL PARROT

The kea is a species of parrot **(0)** *D* to New Zealand, found only in the mountains of the country's South Island. Whereas they once numbered in the hundreds of thousands, they are now **(1)** ..... as nationally endangered.

Despite their protected status, it is clear that keas have **(2)** ..... opinion amongst New Zealanders. The birds are curious by **(3)** ....., and sometimes act in a way that some people regard as destructive. Certainly keas seem to **(4)** ..... delight in pulling bits off cars, tents and buildings. But others admire the keas' intelligence and boldness.

A few years ago, keas in Milford Sound were observed moving road cones into the middle of the road. Whether they were attempting to slow cars down in order to beg for food is still open to **(5)** ....., but concerned conservationists designed a special roadside 'gym' to keep them occupied, and out of **(6)** .....way. Featuring ladders, swings and climbing frames, the gym **(7)** ..... popular, and kea gyms are now **(8)** ..... in other parts of the country.

0	**A** domestic	**B** resident	**C** original	**D** native
1	**A** classified	**B** ordered	**C** graded	**D** assigned
2	**A** separated	**B** divided	**C** split	**D** differed
3	**A** character	**B** instinct	**C** nature	**D** behavior
4	**A** have	**B** take	**C** gain	**D** feel
5	**A** doubt	**B** argument	**C** consideration	**D** question
6	**A** harm's 7	**B** danger's	**C** risk's	**D** threat's
A kept		**B** proved	**C** held	**D** showed
8	**A** trying out	**B** building up	**C** catching on	**D** lying ahead

4 **SPEAK** Work in pairs. Discuss what birds or animals in your country are sometimes considered to be

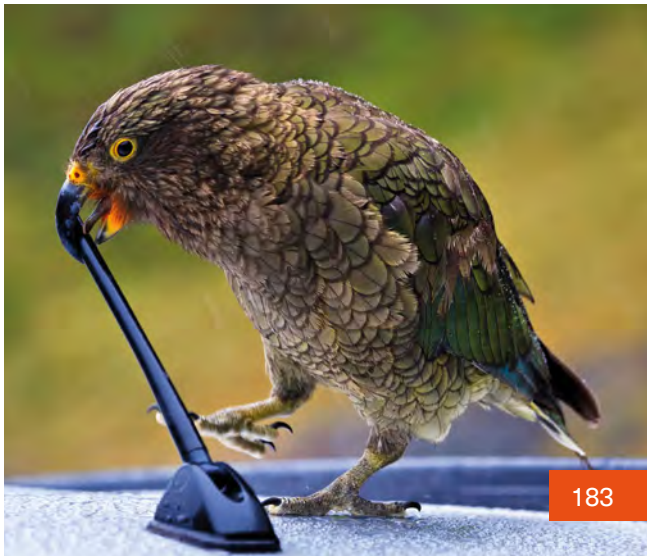
- mischievous
- iconic
- endangered.

5 Write four sentences, each including one of the wrong words from the text above. Leave a gap where the word should go and give three options.

The _____ cat still shares some characteristics with its wild ancestors.

***A** original* ***B** resident* ***C** domestic*

6 Swap your sentences with your partner. Complete their sentences. You should also say why the incorrect options do not fit the gap.



Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 I wish governments had carefully considered the issue of global warming a long time ago.

ATTENTION

Governments should ..... the issue of global warming a long time ago.

2 There's a chance that you might find some interesting wildlife, so take a camera with you.

HAPPEN

You should take a camera with you in ..... across some interesting wildlife.

3 It could be ages before we see any dolphins, so while we're waiting, I suggest you relax.

MEANTIME

It could be ages before we see any dolphins, so ..... you to relax.

4 Because that store sells clothes made by child labour, he doesn't shop there any more.

ACCOUNT

He doesn't buy clothes from that store any more, ... they sell clothes made by child labour.

5 The minister said he was sorry but he wasn't able to accept the invitation to the debate.

TURN

The minister apologised for ..... the invitation to the debate.

6 It was a waste of time attending the protest march this afternoon, as the council had already made its decision in the morning.

PART

We needn't ..... the protest march this afternoon, as the council had already made its decision in the morning.

Vocabulary Adverbs expressing attitude or opinion

1 Choose the best alternative to complete each sentence.

0 At the most pragmatic level, without healthy ecosystems, our crops will fail and *obviously* / *hopefully* / *surprisingly* we will not survive.

1 Local residents have condemned the decision to build the factory, and *rightly* / *undoubtedly* / *clearly* so, in my opinion.

2 *Strangely* / *Apparently* / *Presumably* enough, I find myself agreeing with the government on this issue.

3 *Fortunately* / *Disappointingly* / *Conveniently* for us, it was an unusually warm winter and we couldn't go skiing on the hills as we'd hoped.

4 They chopped down vast areas of woodland with *believably* / *miraculously* / *predictably* disastrous results for the local bird population.

5 After such a wonderful holiday, Sophia *understandably* / *astonishingly* / *curiously* felt rather sad when she had to come home.

2 Work in pairs. Compare your answers to Exercise 1.

Speaking Part 2 Long turn

1 Look at pictures 1–3. They show people taking photos in different situations.

Student A: Compare **two** of the pictures, and say why the people might want to take photos in these situations, and how they might need to prepare.

Student B: When your partner has finished talking about the two pictures, say which situation might produce the most interesting photo.

2 Now change roles. Go to the Additional materials on page 210 and do the Speaking Part 2 task.

1 Why might the people want to take photos in these situations? How might they need to prepare?

2

3

Writing Part 1 Essay

Read the following Part 1 Essay task below. Then, with a partner, decide which two benefits you want to discuss. For each benefit, outline some specific examples.

Your class has listened to a radio discussion about the benefits of outdoor adventure programmes for teenagers. You have made the notes below:

Benefits of outdoor adventure programmes

- learning about nature
- acquiring new skills
- strengthening relationships

Some opinions expressed in the discussion:

'These days, teens may have little contact with the natural environment.'

'Building shelters and a fire – both fun and educational.'

'A lot of outdoor activities require team work and trust.'

Write an essay for your tutor discussing **two** of the benefits in your notes. You should **explain which benefit is more important, giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write your answer in 220–260 words in an appropriate style.

For more information on writing essays, see page 192.

12 REVIEW

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

THE FASTEST ANTS IN THE WORLD

It has been revealed that the northern Sahara is home **(0)** *TO* the world's fastest ants. Researcher Dr Sarah Pfeffer reported that **(1)** _____ top speed, Saharan silver ants can travel 108 times **(2)** _____ body length per second.

In **(3)** _____ to time the ants, Pfeffer and her team first had to find them, and searching for an ant nest hidden away in the sand dunes was far **(4)** _____ easy. But once a nest had been located, the team connected an aluminum channel to the entrance, and sprinkled biscuit crumbs at the other end. No **(5)** _____ had the ants detected the crumbs than they began racing towards them. Video footage of the ants running along the channel showed they were covering 85.5cm per second.

There is a reason these ants evolved to be so fast. **(6)** _____ other creatures that live in the dunes, ants do not seek shelter from the midday sun. Instead, when the desert is at **(7)** _____ hottest, the ants go rushing about looking for food – often the remains of **(8)** _____ fortunate insects that already died in the heat.

Vocabulary

Choose the correct alternative to complete each sentence.

1 I've been working around the *clock* / *hours* / *day* to get this project finished on time.
2 Oliver has gained a good working *understanding* / *knowledge* / *awareness* of Spanish during his time in the Madrid branch.
3 My grandparents' generation had a different work *moral* / *ethic* / *principle* to many people today.
4 Hopefully we can find a way to work *over* / *towards* / *around* these difficulties.
5 It's open to *doubt* / *argument* / *question* whether the new policy is having the intended effect.
6 Unfortunately, some people seem to take *delight* / *joy* / *amusement* in trolling others online.
7 The new campus gym has so far *held* / *proved* / *kept* very popular with many students.
8 The weta is an insect species *domestic* / *original* / *native* to New Zealand.

Language focus Modal verbs

Complete the sentences with either the positive or negative form of a modal verb from the box. In each pair, the verb required is the same. There is one verb you do not need to use.

can could may might must need shall should will would

0 She seems very pleasant, but she ___*can*___ be quite irritable at times.
I'm off to bed – I ___*can*___ barely keep my eyes open.

1 We _____ have caught that train if you'd run a bit faster.
I wish I _____ remember where I put my glasses!

2 She _____ have to phone now, right in the middle of my favourite programme!
After he retired, he _____ often go back to visit his old workmates.

3 You _____ have phoned to say you'd be late! I've been so worried.
No one seems to want the last piece, so I _____ as well eat it.

4 You _____ explain – Malik's already told me what happened.
I know you were angry, but you _____ have shouted.

5 That's very kind of you, but you _____ have gone to all that trouble.
He's just popped out to the shops, so he _____ be long.

6 Just a moment, I'll put you through. Who _____ I say is calling?
Let's go out for lunch, _____ we?

7 If you _____ tell me, I'll have to tickle you until you do!
Phone her a bit later – she probably _____ have got up yet.

8 Why _____ you always interrupt me when I'm speaking?
It _____ have been a huge explosion – it was heard up to 30 miles away.

Writing Part 2 Formal letter

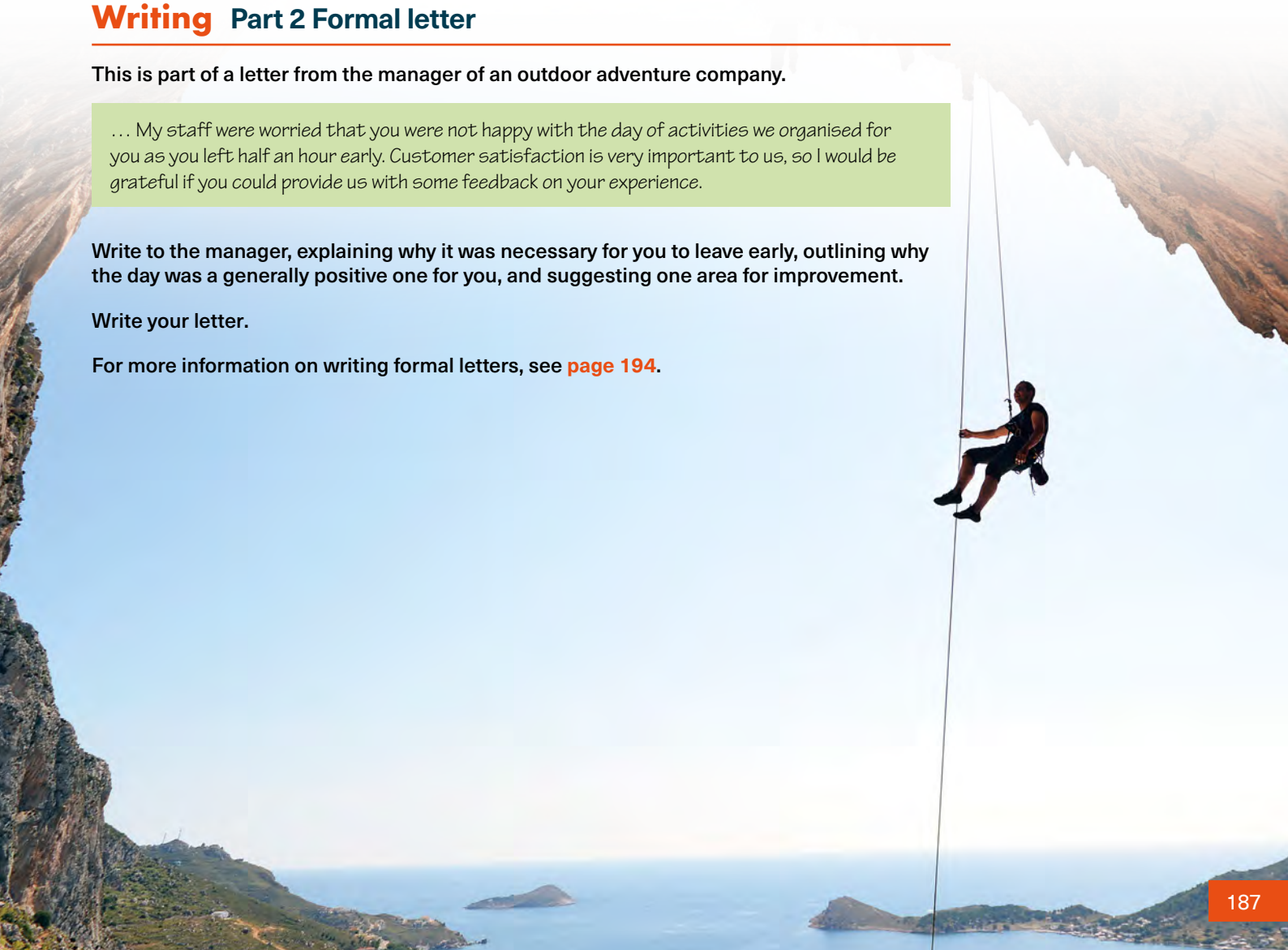
This is part of a letter from the manager of an outdoor adventure company.

… My staff were worried that you were not happy with the day of activities we organised for you as you left half an hour early. Customer satisfaction is very important to us, so I would be grateful if you could provide us with some feedback on your experience.

Write to the manager, explaining why it was necessary for you to leave early, outlining why the day was a generally positive one for you, and suggesting one area for improvement.

Write your letter.

For more information on writing formal letters, see page 194.



Pronunciation Consonant clusters

1 A consonant cluster is a group of two or more consonant sounds. Read these sentences about a trip to Finland and complete the words in bold with the letter combinations in the box.

-cks -ct- -dth -ked -lled -lves -mpsed -ngth -pped -sp -sts -xth

1 On our trip to Finland we **trave**_____ the **le**_____ and **brea**_____ of the country.

2 On the **si**_____ day we rode on snowmobiles through snow-covered **fore**_____ in the **Ar**_____**ic** Circle.

3 We **sto**_____ at one point to look at animal **tra**_____ in the **cri**_____ white snow.

4 And when we **loo**_____ up, we briefly **gli**_____ two animals disappearing into the trees. 'Could they have been **wo**_____?' we wondered.

2 12.3 Listen and check your answers to Exercise 1.

3 **SPEAK** Work in pairs. Practise saying the sentences in Exercise 1.

4 For each of the following, write down three words which begin with the consonant cluster.

bl- cl- fl- gr- pl- sl- sm- sn- str- thr-

bl-: black bloom blow

5 **SPEAK** Work in pairs. Practise saying each other's words from Exercise 4.

6 **SPEAK** Work in pairs. Read the rules and play the game below.

BLOCKBUSTERS!

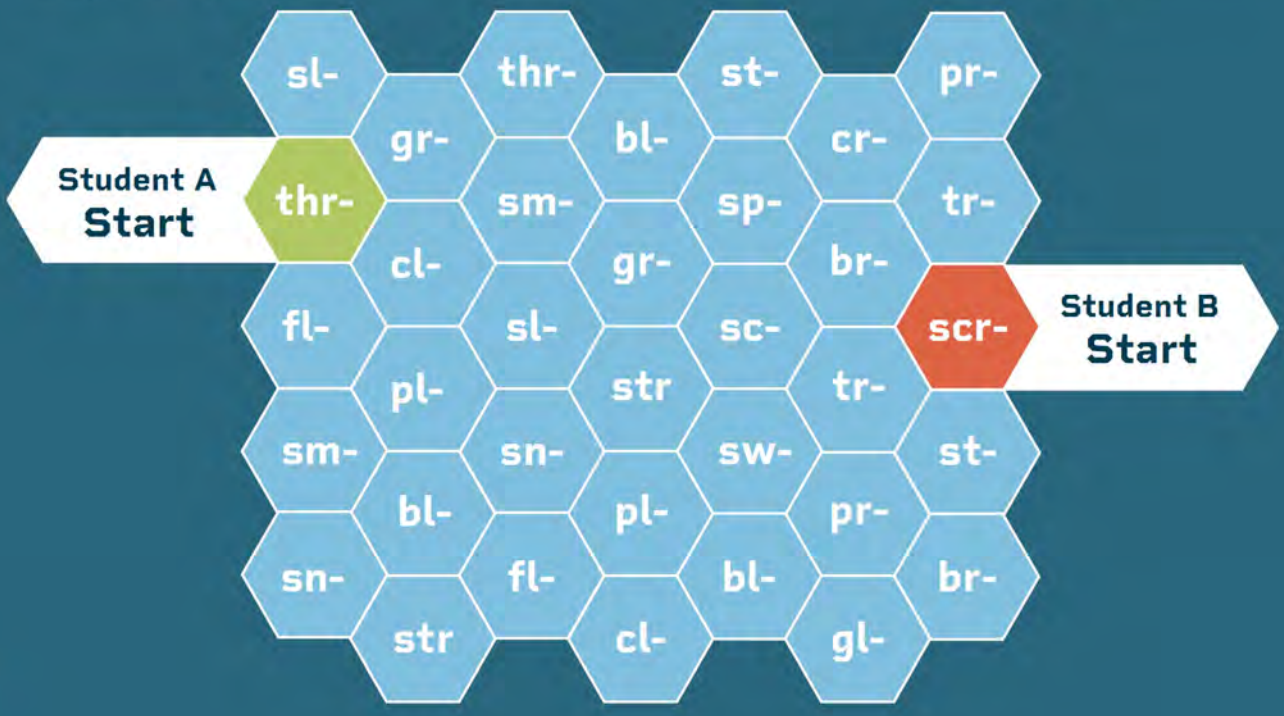
1 Your goal is to reach the other side of the board, moving one space at a time by making sentences with the consonant clusters. Try to stop your partner reaching the other side of the board before you by winning the spaces in their path.

2 Use a coin or counter and place it on your start position.

3 **Student A:** Choose the space you want to move to and make a sentence. **You must use the same cluster *twice* in your sentence**. You can only move to adjacent spaces. The same word must not be used more than once in the game.

Student B: Listen and decide if the sentence makes sense and if the pronunciation of the cluster is correct. If both are correct, **Student A** can move into that space.

4 **Student B:** Do the same. Then, take turns until you reach the other side.



COLLOCATION REVISION UNITS 1–12

1 **Write one word which can be used in all three expressions. The question numbers also refer to the relevant unit of the book where the collocations appeared. If necessary, use the box with the words in to help you.**

Adjective + noun

1 a slight
a fair
a second
_____

2 significant
far-reaching
sweeping
_____

3 common
ambitious
short-term
_____

4 relevant
practical
useful
_____

5 a close
a rocky
a stable
_____

6 scientific
popular
(un)proven
_____

7 a dislocated
a sprained
a bruised
_____

8 modern
materialistic
consumer
_____

9 seasonal
sustainable
mass
_____

10 downtown
rural
safe
_____

11 a rare
a familiar
a welcome
_____

12 a controversial
an environmental
an important
_____

Verb + noun

1 face a
take up a
rise to the
_____

2 _____
an impression
a comeback
use of

3 compile
gather
uncover
_____

4 see the
there comes a
there's no
_____

5 _____
someone down
on someone's nerves
in touch with someone

6 administer a
sit a
perform a
_____

7 take a
put someone/something at _____
pose a

8 reach a
uphold a
overrule a _____

9 _____
your temper
focus
a job

10 get on like a _____ on fire
be on the
brought down the
_____

11 _____
sight of
a glimpse of
my eye

12 _____
off calories that were consumed
towards peace in the region
on one's presentation skills

ankle/wrist area catch challenge chance changes decision/verdict experience get goal house information issue lose make point relationship risk sight society test theory tourism work

2 **Use other collocations from the first 12 units of the book to help you create your own exercise. Write three words or expressions which can all be used with the same verb or noun, in the same way as in Exercise 1. Write four examples like this for another student to complete.**

Introduction

In the **Writing** paper you have 1 hour 30 minutes to complete two different writing tasks: the compulsory Part 1 task and another from a choice of three in Part 2. For each task, you should write between 220–260 words.

Writing Part 1

In Part 1, you are given a task and some notes, and you write an essay based on two points in the notes. You explain which of the two points you consider to be more important and give reasons for your choice. You are also given three different opinions which you can use in your essay, but you should express them in your own words.

Writing Part 2

In Part 2, you have to choose one task from a choice of three. Possible tasks include: an email or letter, a proposal, a report, a review.

Marking

When marking answers in the Writing paper, the examiners award marks according to the assessment criteria in the box. Match the assessment criteria to the advice a–i in the table below. The first one has been done for you.

Content Target reader Accuracy ~~Range~~ Organisation and cohesion

	General advice
1 *Range*	a Use a variety of language appropriate to this level. b Avoid repetition of vocabulary where possible.
2 _____	c For Part 2, ensure your answer addresses all the points in the task. d For Part 1, ensure you say which point is more important, and why.
3 _____	e Write in clear paragraphs of a suitable length. f Points need to be appropriately ordered and connected.
4 _____	g Write in a register appropriate to the task and intended audience. h Use a suitable tone so that your writing has the desired effect.
5 _____	i Avoid making too many mistakes, particularly basic ones or ones which prevent understanding.

Planning and checking

Match each step 1–9 to the general advice a–i in the Marking section to which it corresponds.

1 Read the task at least twice, underlining key information and requirements. *c*
2 Select appropriately from the information in the input material. ____
3 Decide whether you should use more formal or informal English. ____
4 Check whether the task requires you to achieve a specific aim such as persuading, reassuring, apologising or justifying. ____
5 Make a list of ideas, then select the best ones and arrange them logically. ____
6 Note down words and expressions which may be suitable for linking ideas. ____
7 Write down relevant words, collocations and structures which you could include in your answer. ____
8 Think of synonyms for key words that may occur regularly in your answer. ____
9 When you have written your answer, check spelling, punctuation and grammar. ____

Register

1 **Below are two versions of the same letter, each one written in a different register. Use the information in the informal letter to complete the numbered gaps in the formal version. The words you need do not occur in the informal letter. Write one word in each gap. The exercise begins with an example (0).**

INFORMAL LETTER

Dear Jilly

Thanks a lot for your letter — and congratulations on passing your exams! You did really well to get such a high grade.

You said you'd be interested in trying to get a job here with us in the family business. Believe me, we'd love to take you on. But because of the way the economy's been recently, I'm sorry to say we just can't offer you any work at the moment.

We'll certainly keep you in mind for when things get better — we'll be in touch as soon as they do. Until then, good luck with the job search!

All the best

Bob

FORMAL LETTER

Dear Ms Holden

I am writing with (0) *reference* to your letter of April 18th. I would like to congratulate you on your recent (1) _____ in your examinations, and particularly on (2) _____ such a high grade.

In your letter you (3) _____ an interest in applying for a (4) _____ here at Graves, Snipe and Wesley. I assure you that in other circumstances we would be delighted to offer you (5) _____. However, (6) _____ to the current economic climate, we are unfortunately (7) _____ to make any new appointments at the present time.

We shall, of course, keep your letter on file in anticipation of an (8) _____ in the situation. When this occurs, we shall (9) _____ you immediately.

In the (10) _____, I would like to wish you luck in your attempts to find work.

Yours sincerely

Robert Snipe

2 **Use the two letters to identify some of the differences between formal and informal language.**

The informal letter contains contractions such as 'you'd', 'I'm' and 'we'll' whereas the formal version does not.

Models and tasks

On the following pages are models for each of the main task types, together with an additional task. You should answer the Part 1 task on page 193, and one of the Part 2 tasks. Read the relevant model, then follow stages **1–9** in Planning and Checking on page 190. To help you demonstrate a good range of vocabulary, select appropriately from the *Useful language* boxes.

Writing Part 1 Essay

Your class has watched a television documentary on ways to reduce traffic congestion. You have made the notes below:

Ways to reduce traffic congestion

- public transport
- road building
- legislation

Some opinions expressed in the documentary:

'Maybe people would use buses if there were more of them.'

'We need fewer cars on the road, not more.'

'There should be limits on where and when you can drive.'

Write an essay for your tutor discussing **two** of the ways in your notes. You should **explain which way you think is more important** for governments to consider, **giving reasons** to support your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Model answer

Tackling traffic congestion: what should be done?

At the beginning of the 20th century, a car was a luxury that many could not afford, but since then, the number of vehicles on the streets of industrialised countries has soared. The simple fact is that most urban areas were never designed to cope with such high levels of traffic. It seems ironic that as car ownership has increased, the quality of life for people living in cities has, in some ways, diminished. Traffic congestion creates stress, pollution and many types of health problems. It is an issue that governments must address.

One approach that policymakers could take is to introduce more legislation regulating the use of private vehicles. In certain countries, for example, drivers are required to pay a toll once they cross the boundary of the city centre. In some cases, car drivers are also restricted to using one lane only, leaving the other lanes for buses or taxis. Unfortunately, there is evidence that neither of these measures has reduced traffic to any significant extent.

An alternative approach would be to make public transport more attractive to potential passengers. According to a recent online poll, it is inconvenience rather than cost which deters people from using buses. Local authorities would therefore need to provide a much wider range of bus routes and run far more frequent services.

In conclusion, an improved public transport system would certainly require considerable financial investment, but in the long term, it might be a cheaper option than borrowing money to fund new road-building projects. This is the strategy that I would recommend governments to adopt.

opening statement to engage the reader's interest

reasons for the proposition

clearly separate paragraphs help with organisation

a range of cohesive devices

formal register with impersonal language rather than first person pronouns

clear indication of which approach or method the writer considers more important

Task

Your class has watched a studio discussion on ways young people can be encouraged to keep fit. You have made the notes below:

Ways young people can be encouraged to keep fit

- school programmes
- sports clubs
- technology

Some opinions expressed in the discussion:

'Schools should be responsible for students' fitness.'

'Maybe children would do sport if they could choose one they liked.'

'Young people would be more motivated if a computer was involved somehow!'

Write an essay for your tutor discussing **two** of the ways in your notes. You should **explain which way you think is more important** for schools to consider, **giving reasons** to support your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Useful language for essays

Expressing an opinion

It is probably true to say that ...

There can be no doubt that ...

It is simply not the case that ...

Commonly held views

It is widely believed that ...

No one would dispute the fact that ...

Few people would contest/dispute (the fact) that ...

It is generally agreed that ...

Saying what other people think

There are those who argue that ...

It has been suggested that ...

It is often claimed that ...

Opponents/Supporters/Proponents of (hunting) argue that ...

Referring to sources

All the evidence suggests that ...

A recent survey proved that ...

Judging by the comments made by ...

Interviews with (students) have revealed that ...

Writing Part 2 Formal email or letter

You are the social secretary at a language school for international students. The local newspaper has recently made several negative comments on relations between international students and local people which you consider to be unfair. You decide to send an email to the editor of the newspaper. Your email should explain why the comments were unfair and invite local people to an event at the school.

Write your **email**.

Model answer

formal register

To the Editor

I am writing with regard to your article 'Poor International Relations', which appeared in last Saturday's edition of your newspaper. I should like to make it clear to readers that the comments made do not apply to *all* language schools in Easton. — Reason for writing

appropriate use of linking devices

Firstly, the impression your writer gave of poor relations between students and their host families is certainly not true of Lambert College, where I am social secretary. In fact, the reason why our students are rarely at home is that they are kept extremely busy during the day. In addition to the normal timetable of classes, the college offers students a full programme of social and cultural events throughout their stay. Seldom does a day go by without a trip to a sporting event, a theatre or a place of historical interest. The extremely positive feedback we receive from students on their host family experience is further evidence of excellent relations.

reasons why the comments were unfair

I must also disagree with the suggestion that schools do nothing to promote understanding between students and the community. Indeed, I would like to take this opportunity to invite all Eastoners to attend Lambert College's annual Open Day on Saturday, 25th August from midday onwards. This event includes the chance to observe an English class in progress, an international buffet with dishes prepared by students and a number of team competitions. — the invitation to an event – with expansion and detail

desired outcome

I very much hope you will print this email in your newspaper and we look forward to seeing a high turnout at the Open Day.

Yours faithfully

Przemyslaw Sokolowski

Task

You recently stayed at a hostel with a group of teenage students from the college where you work as Events Organiser. The hostel manager has emailed you complaining about the students' behaviour and saying that students from your college will no longer be able to stay there.

You decide to send an email back to the hostel manager. Your email should explain what happened during your stay and say why the manager should change his decision.

Write your **email** in **220–260 words**.

Useful language for formal letters/emails

Reason for writing

I am writing with regard/reference to ...

I am writing to express (my concern about / disappointment with / disapproval of / apologies for) ...

I would like to draw your attention to / point out that ...

Introducing points

(I feel) I must also (dis)agree with ...

I should also like to point out that ...

Your (article) states that ... However, ...

Request for action

I would appreciate it / be grateful if you would ...

I look forward to receiving/seeing ...

I trust / very much hope you will ...

Writing Part 2 Informal email or letter

You recently took part in an activity which you enjoyed very much. A friend of yours has written to you expressing an interest in the activity and asking how it went. Write a **letter** telling your friend about the positive and negative aspects of your experience, encouraging him/her to take part in a similar event.

Model answer

Dear Gerard

Thanks for the letter. What a coincidence that we've both taken up bird-watching! It was fascinating to read about how you got into it.

After my week in Spain watching migrating birds, I've become completely hooked – so much so, in fact, that I've already signed up for next year's trip. It'd be great if you came along, too, as I know you'd get just as much out of it as I did.

Apart from one leader who was a bit unhelpful, everyone was so friendly, and really keen to share their knowledge. There must have been about 15 different nationalities in our campsite, with everyone giving out open invitations to go bird-watching with them in their countries. English was the main language of communication, so if you did decide to go next year, it'd be a wonderful opportunity for you to practise the language.

You'd also be able to show off your cooking skills, and pick up a few tips from others. I've never eaten such a huge variety of international dishes in such a short space of time! The food more than made up for the rotten weather we had on some days. As did the number of new birds I saw – far too many for me to mention. There would have been even more if I'd had a more powerful pair of binoculars!

Still, I know for next year. And so do you! I've enclosed an application form and, as you can see, it's in Turkey, which I know you've been dying to visit … Let me know what you decide!

All the best

Alex

reference to a previous letter

relevant opening paragraph, providing lead-in to rest of letter

encouraging friend to take part throughout the letter

use of phrasal verbs

negative aspects offset by positive aspects

appropriate ending

Task

You recently went on holiday to a place which you enjoyed very much. A friend of yours has written to you expressing an interest in the place and asking what it was like there. Write a **letter** in **220–260** words, telling your friend about the positive and negative aspects of the place, encouraging him/her to go there next year.

Useful language for informal letters

Beginning the letter

Great/Lovely to hear from you (after so long).
Thanks (a lot) for the letter.
Sorry to hear about your …
Sorry I haven't written / been in touch for so long.

Persuading

You'd get so much out of it.
It'd be a wonderful/marvellous opportunity for you to …
Just think of (all the people you'd meet).
Just imagine how it would (improve your CV), not to mention (the money you could earn).

Advising

Whatever you do, make sure you …
It's (not) worth / There's no/little point + gerund
I'd / I wouldn't … if I were you.
You'd be much better off + gerund

Ending the letter

Write back soon and let me know how it goes.
Looking forward to hearing from you.
Can't wait to see you again.
(Give my) love/regards to …

Signing off

Friends: *All the best / Best wishes / Bye for now*
Close friends or relatives: *Lots of love / All my love / Love*

Writing Part 2 Proposal

Your town has been shortlisted to host a major international festival of folk music and dance next year. You have been asked to write a proposal for the festival organisers, stating why your town should be chosen. You should include relevant information about accommodation, transport, concert venues and other leisure and entertainment possibilities.

Write your **proposal**.

Model answer

relevant title

Proposal for the International Festival of Folk Music and Dance: Sidbury

brief paragraph headings

Introduction

As a popular seaside resort, Sidbury is well equipped to deal with the large influx of people which a festival of this type would attract.

} general comment regarding the town's suitability

Accommodation

Within the town there is a wide selection of hotels and no shortage of guesthouses offering bed-and-breakfast accommodation and a warm, friendly welcome. In addition, the campsite has space for 600 people and is conveniently located on the edge of Sidbury with easy access to the town centre and main concert venues.

} showing the town in a positive light

Transport

In terms of transport, the town is ideally situated for overseas visitors arriving by sea or air. The ferry port of Oldhaven is a short bus ride away and the town is well connected to the capital's main airport with regular train and coach services. There is also an extensive local bus network and it would be no problem to provide extra services for the duration of the festival.

appropriately formal register

Concert venues

Major festival events could be held in the newly-built arena, which has a seating capacity of 5000, but there are a number of other smaller venues with a more intimate atmosphere. Additionally, the main square and seafront area are perfectly suited for outdoor events.

relating the answer to the planned event

Further leisure and entertainment possibilities

Sidbury offers all the facilities one would expect from a bustling holiday resort. It also boasts a fine health spa with saunas, ideal for dancers with aching legs and sore feet.

positive concluding remark

Sidbury has a reputation for making its guests feel at home, and we feel sure that if the festival were hosted here, it would be a resounding success.

Task

Your school has been shortlisted to host a conference for students preparing for the Advanced examination. You have been asked to write a proposal for the conference organisers, stating why your school should be chosen. You should include relevant information about the facilities within your school, accommodation, transport and other leisure and entertainment possibilities.

Write your **proposal** in **220–260** words.

Useful language for proposals

Suitability

The ... is well equipped to deal with/perfectly suited for ...

It is conveniently located/ideally situated/well connected to ...

There is little doubt that it would be of great benefit to the (town/company).

Amenities

There is no shortage of/a wide selection of ... to choose from.

... boasts an impressive range of (amenities/facilities).

Few ... can offer such a large choice of ...

Travel and transport

It is within easy reach/walking distance/driving distance of the ...

It is just a short walk/drive/bus ride/train ride from the ...

The ... has easy access to ...

Writing Part 2 Report

Your manager has asked you to write a report on a short training course that the company organised. In your report you should describe the training you received, explain how it will benefit you in your current role, and suggest a way in which the course might be improved.

Write your **report**.

Model answer

relevant title and paragraph headings

appropriately formal register

appropriate linking devices

Report on customer relations training course

Introduction

The purpose of this report is to evaluate the two-day training course on improving customer relations. It is based on my personal experience of the course, which I attended on the 15th/16th August.

opening paragraph outlining the purpose of the report

Overview of the course

There were two course leaders and 10 participants on the course. After general introductions, we were split into two groups and asked to discuss a series of questions on our experience of working closely with customers. The rest of the course was mainly centred around presentations from the leaders, and role-playing tasks for the participants.

General findings

A key presentation focused on how to understand the future needs and expectations of customers. As my department is currently researching ways to retain existing customers, the ideas I took away from that presentation will be extremely useful. The session entitled 'Learning how to offer alternative solutions and successfully deal with unrealistic customer requests' was also highly informative. The presenter offered practical tips which I will be able to pass on to my colleagues.

Recommendations

Overall, my experience of the course was an extremely positive one. However, I also had the impression that some participants wanted to talk about specific issues they were currently facing, and ask for advice. Therefore, I would suggest that the presenters sometimes use pre-recorded videos of 'customer-staff' roleplays instead of asking participants to carry out the roleplays themselves. Although the roleplays were engaging, they did on occasion take a while to set up. Taking this approach might mean that more time could be allocated to discussion sessions.

diplomatic and polite tone for making suggestions

Task

You have just helped organise an international food event at the college where you are a student. The principal has asked you for a report. In your report you should briefly describe the event, comment on how effective the event was at introducing students to the food of different cultures, and make recommendations for a similar event next year.

Write your **report** in **220–260** words.

Useful language for reports

Introducing the report

The aim/purpose of this report is to examine/evaluate/describe/outline ...

It will also include/consider/suggest/recommend ...

The report is based on my personal experience of / a survey conducted among ...

Evaluating

It was particularly effective/beneficial/helpful in terms of ...

An aspect which was disappointing was ...

A highlight was ... However, a slightly negative point was ...

Making recommendations

I would (strongly) recommend that ... should...

In light of the survey results, I would advise against ...

I feel it would be to our advantage if ...

Writing Part 2 Review

The magazine published by your school's English club is asking for reviews of non-fiction books. You decide to write a review of a non-fiction book you have read on a period of history. In your review, you should explain what you learnt from it, suggest how it differs from other books on the same period, and encourage others to read it.

Write your **review**.

Model answer

'Lost Cowboys' by Hank Wangford

Did you realise there were no horses or cows in the Americas until they were introduced in 1494? Or that the first cowboys were not those of North America, but the 'gauchos', 'huasos', 'llaneros' and 'vaqueros' of Argentina, Chile, Venezuela and Mexico? I certainly didn't, until I read Hank Wangford's revealing study of cowboy culture from Patagonia in South America to the Alamo in Texas.

The book is full of interesting stories about cowboy heroes who were previously unknown to me. One such man was Martín Miguel de Güemes, who, in 1806, rode with 30 other gauchos into the waters of the River Plate and captured a British ship which had run aground there. The event is narrated with Wangford's characteristic sense of humour, which will have you laughing out loud from the very beginning of the book.

And if you're not a great cowboy fan, don't be put off by the title. 'Lost Cowboys' does more than simply trace the history of cattlemen on horseback: it provides a fascinating insight into the customs, food, music, geography and wildlife of a whole continent. There's something for everyone in the book, from vivid descriptions of the scenery, to information on dances and singing traditions, such as the gaucho 'payadas' – I had no idea you could have a duel with your voice as your only weapon!

Unlike other books about cowboy culture, 'Lost Cowboys' feels entertaining but also academic. I highly recommend it to anyone who is genuinely interested in this period of history, and is more interested in truth than legend.

questions to engage the reader's interest

what the reader learnt from the book

brief summary of the book's content

encouraging others to read the book

final recommendation

Task

Your college magazine is asking for reviews of television series. You decide to write a review of a series you have seen about travel and adventure. In your review, you should say what you have learnt from the series, say how it differs from other series on a similar theme, and encourage other students to watch it.

Useful language for reviews

Commenting critically

... provides a fascinating/valuable/revealing insight into ...

I found the book/ series/ documentary to be (fairly/very) engaging/ informative/ amusing.

One particular strength/weakness of the book/series/documentary is ...

Comparing

Unlike other [books/series] *of its kind,* [name] *is ...*

The biggest point of difference between [name] *and other* [historical/travel] *books is ...*

Setting this [book/series] *apart from others is the way that ...*

Encouraging others (not) to read/watch/listen

Don't be put off by the title/critics/cover.

It will have you roaring with laughter / booking a round-the-world ticket tomorrow.

I would highly recommend it to anyone interested in / with a passion for ...

I would stronglyadvise you (not) to read/see/listen to ...

Writing Part 2 Letter of application

You have seen this advertisement in an international magazine.

WRITERS REQUIRED

We are looking for people to write about local environmental issues that would interest international readers. We would like to hear from anyone with an awareness of environmental issues affecting their local area, and with some experience of writing articles.

Send us a letter of application, explaining why you think you are suitable and describing two environmental issues currently affecting your local area.

Write your **letter of application.**

Model answer

Dear Sir/Madam

I am writing in response to your request for writers, which appears in this month's edition of 'Global Concerns'. — *reason for writing*

As you can see from the attached C.V, I am a member of the Green Society at my university, where I am currently studying marine biology. The aim of the society is to raise awareness of environmental concerns amongst students and within the community. As well as organising debates on matters of local and global importance, we also publish a journal to which I regularly contribute. — *relevant experience*

The economy of my region is largely based on forestry, farming and fishing, and since it is likely that many of your readers live in areas with similar characteristics, I am sure they would be interested to read about the problems facing us. Last summer, for example, a petrol tanker sank off our coast, spilling large quantities of oil into the sea with devastating effects for marine wildlife and the fishing industry. — *separate paragraph for each issue*

In addition, the forestry industry here has come under heavy criticism from environmentalists. The fast-growing eucalyptus is planted instead of native trees. Unfortunately, however, the eucalyptus allows nothing else to grow below it, preventing other plants and animals from surviving on the forest floor. Readers who are unaware of this situation might learn a great deal from an article on it. — *separate paragraph for each issue*

I am convinced that issues like these would be of interest to people in other countries, and I would very much like to have the opportunity to write about them for your magazine. — *expressing suitability and desire for the job*

Yours faithfully

Lisa Blanco

appropriately formal register

reasons why the issues would be of interest to readers

Task

Either (a) write your own answer to the task above or (b) answer the following question.

WRITERS REQUIRED

We are looking for people to write for this local newspaper about people in the area whose work, achievements or lifestyle would be of interest to the community.

Send us a letter of application, explaining why you think you are suitable and giving examples of two local people that you would write about.

Write your **letter of application** in **220–260** words.

Useful language for letters of application

Opening lines

As you can see from my attached/the enclosed C.V, ...

Explaining suitability

I feel that I possess / have the necessary personal qualities to ...

Concluding lines

I would very much like to have the opportunity to ...

UNIT 3

Speaking Part 2 Long turn

Look at the pictures below. They show people who are trying to obtain information in different ways.

Student A: Compare **two** of the pictures and say what kind of information the people might want to obtain, and why they might have chosen this way to obtain it.

Student B: When your partner has finished talking, say which of these ways might provide the more reliable information.

What kind of information might these people want to obtain?
Why might they have chosen this way to obtain the information?

Go back to page 39.

UNIT 4

Speaking Part 4 Further discussion

Discuss the following questions.

1 What do you think people gain from doing volunteer work?
2 Some people stay with the same company for many years. Why do you think this is?
3 Do you think it's a good idea for young people to travel before they settle into a career?
4 Some people believe that job satisfaction is more important than a high salary. Do you agree?
5 Sometimes work can take over people's lives and leave them no time for personal interests or a social life. Why do you think this is?

Go back to page 49.

UNIT 4

Speaking Part 2 Long turn

1 Look at these pictures. They show people who are receiving some kind of training.

Student A: Compare **two** of the pictures, and say why the people might be receiving this training, and what the training might involve.

Student B: When your partner has finished talking, say who you think might benefit most from the training.

Why might the people be receiving this training?
What might the training involve?

Go back to page 57.

READY FOR READING

Reading and Use of English Part 5 Multiple choice

Complete the verb + noun collocations using the correct form of a verb from the box. The second sentence should have the same meaning as the first.

cast ~~challenge~~ lend mock point question refute undermine

0 In his report, he disputes the belief that teleworking is more productive.
In his report, he *challenges* **the assumption that** teleworking is more productive.

1 The findings strengthen the theory that this is an ancient burial site.
The findings _____ **support to the notion that** this is an ancient burial site.

2 New research makes the earlier study seem less valid.
New research _____ **doubt on the validity of** the earlier study.

3 Young people are beginning to wonder if it's worth going to university.
Young people are beginning to _____ **the value of** a university education.

4 The professor reveals a fault in the government's arguments.
The professor _____ **out a flaw in** the government's arguments.

5 In her article, the journalist ridicules the view that travel broadens the mind.
In her article, the journalist _____ _____ **the belief that** travel broadens the mind.

6 New unemployment figures weaken the assertion that the crisis is over.
New unemployment figures_____ _____ **the claim that** the crisis is over.

7 The evidence proves the crater was not formed by a meteorite, as was suggested.
The evidence _____ _____ **the suggestion that** the crater was formed by a meteorite.

Go back to page 62.

UNIT 8

Pronunciation

Student A

Take turns with your partner to read your sentences aloud. Use catenation where possible, paying particular attention to the phrasal verbs in bold, which you should read as quickly as possible. Your partner will tell you which phrasal verb you have used.

Student A: 'Who turned the music off? Put it back on.'
Student B: 'Put on.'

1 Don't drop that on the pavement. **Pick it up** *now*!
2 That's tonight's homework. **Hand it in** tomorrow.
3 It's *your* problem. You have to **sort it out** yourself.
4 That's a nasty habit. You really ought to **give it up**.
5 This course sounds good. I think I'll **sign up for it**.

Go back to page 128.

UNIT 5

Speaking Part 4 Further discussion

SPEAK Discuss the following questions on the topic of relationships.

1 How important is it for a couple to have the same goals in life?
2 Some people find it difficult to choose a suitable partner. Why do you think this is?
3 Do you think it is important for couples to share responsibility for looking after the house and the children?
4 What do you think are the greatest challenges for people who decide to settle down together?
5 Some people say that men benefit from marriage more than women do. What do you think?

How to go about it

- Give full answers to the questions, justifying your opinions. Remember, it is your language which is being assessed and not your ideas.
- Respond to what your partner says and develop the discussion.

Go back to page 77.

UNIT 6

Language focus Passives 1

SPEAK Interview other students in your class. Try to use passive forms when appropriate. Make brief notes of their names and answers.

'Were you expected to help with the housework at home?' 'My parents did most of the cleaning, but I was sometimes asked to lend a hand with the dishes.'

Find someone who	Notes
was expected to help with the housework.	
has been forced to wear something they hated.	
thinks English ought to be taught at primary school.	
has been accused of something they didn't do.	
thinks the minimum driving age should be raised.	
would let themselves be hypnotised.	
has been tagged in an embarrassing photo.	
feels that young people should be paid to vote.	
remembers some early career advice they were given.	

Go back to page 86.

UNIT 3

Vocabulary Information and research

SPEAK Work in pairs to discuss these questions.

1 Do news channels and newspapers provide **accurate, comprehensive** information?
2 Do you think information on the internet today is **clearer** or more **misleading** than in the past?
3 Would you agree that the subjects you were taught at school are or will be **relevant** to your life?
4 How **significant** is research into space exploration, longevity, GM foods?
5 What would be a **valuable** research project for your government to invest in?

Go back to page 35.

READY FOR READING

Reading and Use of English Part 8 Multiple matching

Complete the sentences with an adjective from the box. Use the collocates in bold to help you.

appreciative cautious disillusioned reluctant remorseful resentful resigned sceptical

1 Young people have become **increasingly** _____ **with** politicians, who they feel have done little to solve the problem of youth unemployment.
2 The defendant apologised for his crime and seemed **genuinely** _____ **for** the suffering he had caused.
3 Sam had once again been overlooked for promotion and was **quietly** _____ **to** the idea that she would probably never gain a management position.
4 The marriage began to fail as Williams became **bitterly** _____ **of** his wife's success.
5 The staff are **highly** _____ **of** the new director's claim that he can double profits within a year. It seems very unlikely.
6 Students are **understandably** _____ **to** spend a lot of money on new books, so the second-hand bookshop near the university does good business.
7 We are **greatly** _____ **of** all your hard work over the years and wish you all the best in your retirement.
8 Many children lack self-confidence and initiative as a result of parents being **overly** _____ **about** letting them play unsupervised.

Go back to page 68.

UNIT 11

Pronunciation

SPEAK Take turns to throw two dice. The combined total on the dice determines which topic below you will speak about on your own for one minute. You may choose either of the two topics, a or b, for any given number. During your minute, you should mention the title of the topic at least three times, using assimilation.

Go back to page 174.

2	**a** card games	**b** light pollution
3	**a** tight clothes	**b** town parks
4	**a** fan mail	**b** fruit picking
5	**a** online meetings	**b** food banks
6	**a** good behaviour	**b** chocolate cakes
7	**a** street performers	**b** thin people
8	**a** great concerts	**b** phone bills
9	**a** board games	**b** bright colours
10	**a** bad behaviour	**b** street crime
11	**a** clean bedrooms	**b** word games
12	**a** restaurant meals	**b** hand bags

UNIT 5

Speaking Part 2 Long turn

Look at these pictures. They show people in conversation together.

Student A: Compare **two** of the pictures and say what the people might be talking about, and how well you think they get on with each other.

Student B: When your partner has finished talking, say in which conversation the people need to be the most sensitive.

What might the people be talking about?
How well do you think they get on with each other?

Go back to page 70.

UNIT 8

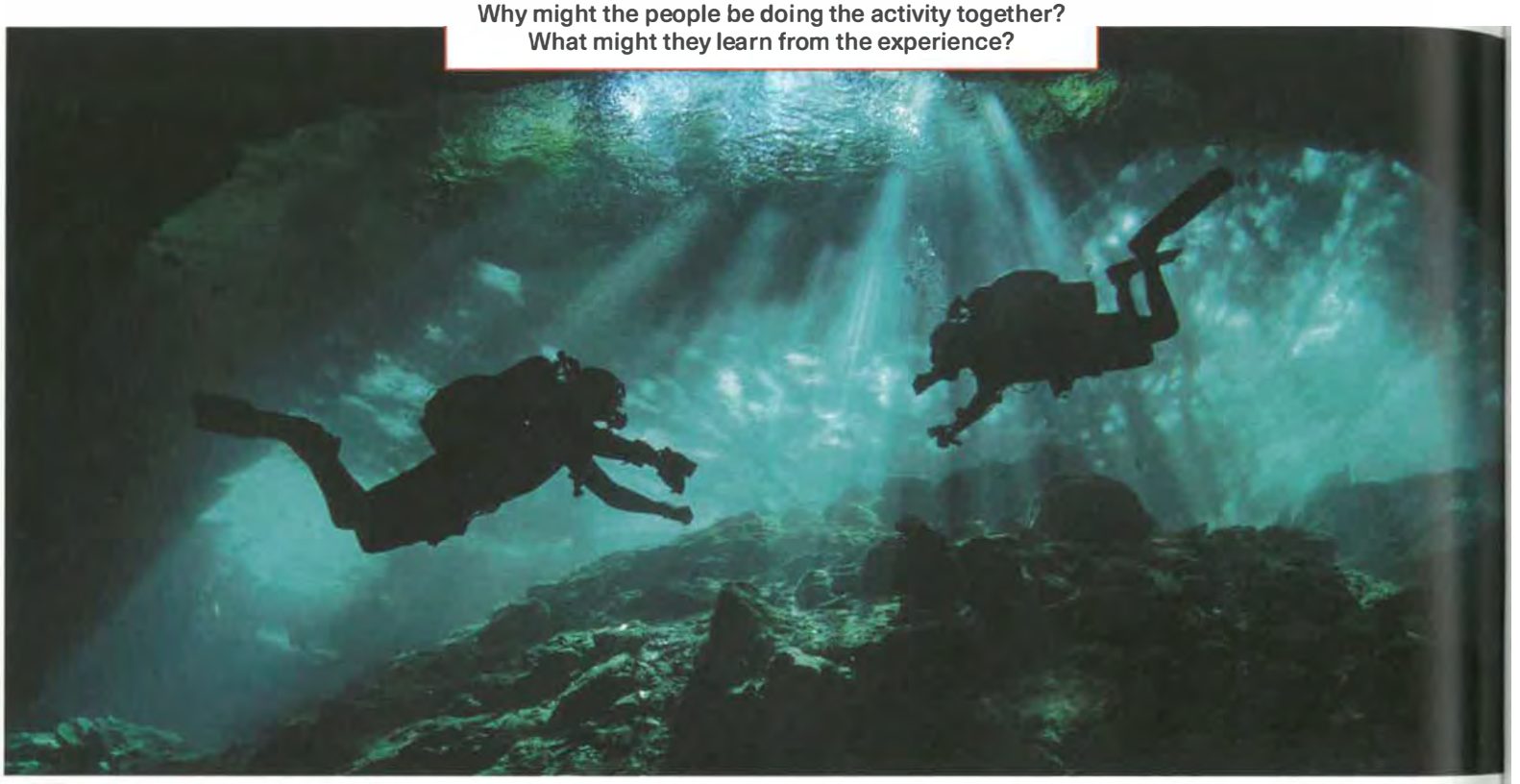
Speaking Part 2 Long turn

Look at these pictures. They show people who have chosen to do an activity together.

Student A: Compare **two** of the pictures and say why the people might be doing the activity together, and what they might learn from the experience.

Student B: When your partner has finished talking, say which people might benefit the most from doing the activity together.

Why might the people be doing the activity together?
What might they learn from the experience?



Go back to page 119.

READY FOR LISTENING

Listening Part 2 Sentence completion

Match each wrong answer on the answer sheet (1–8) to one or more of the pieces of advice (a–h).

Example: 1 h

Part 2	
1	warehouse
2	Fine Arts course
3	mesurements
4	steel
5	colour
6	typical gestures when it comes to the hands
7	five month
8	

a Check your answer provides the full information required.
b Check that your answer is spelt correctly.
c Do not leave blank spaces on the answer sheet. If you are not sure of the answer, guess.
d Do not repeat information in your answer which is already contained in the question.
e Do not write answers that are unnecessarily long. 1–3 words are sufficient.
f Check your answers fit the gap grammatically.
g Only write the words you actually hear on the recording.
h Beware of distractors.

Go back to page 98.

UNIT 5

Pronunciation Contrastive stress

Student A

Ask your partner the following questions about the interview.

1 Is it right that all the participants were young adults in the first series?
2 They make a new film every ten years, don't they?
3 Simon talks about cats wandering into shot, doesn't he?
4 Was it the children's teachers who encouraged them to appear in the films?
5 Doesn't Megan imply that she feels like a mother to the participants?

Go back to page 82.

UNIT 10

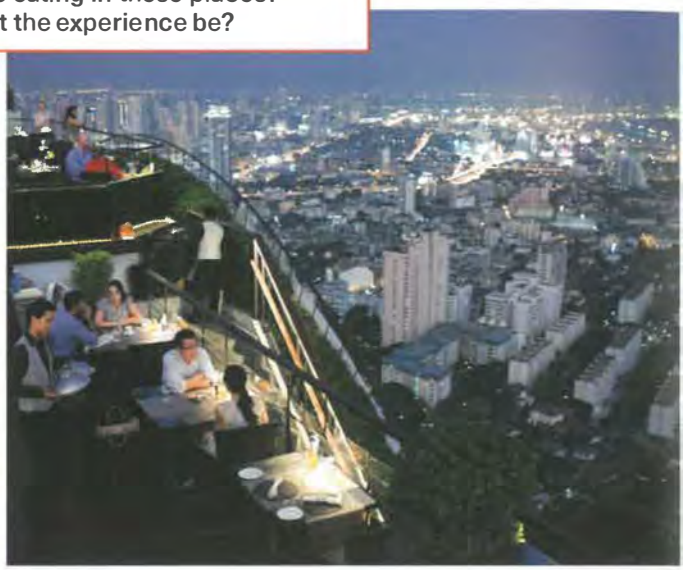
Speaking Part 2 Long turn

Look at these pictures. They show people eating and drinking in a public place.

Student A: Compare **two** of the pictures and say why the people might be eating in these places, and how enjoyable the experience might be.

Student B: When your partner has finished talking about the two pictures, say who you think is most likely to return to eat in the same place.

Why might the people be eating in these places?
How enjoyable might the experience be?



Go back to page 155.

UNIT 5

Writing Part 2 Proposal

Your college has a number of international students attending courses. Some of these students have experienced problems in adjusting to college life. You have been asked by your college director to propose ways to help students.

Your proposal should say which students are experiencing problems, outline reasons for the problems and suggest ways to help the international students.

Write your **proposal** in **220 :260** words in an appropriate style.

How to go about it

- Brainstorm ideas.
  Note down possible problems and their likely reasons. Then consider suitable solutions. Select the best two or three ideas.
- Write a paragraph plan.
  Choose one of the plans from Exercise 2 on page 77.
- Write your proposal in an appropriate register.
  Both questions in Exercise 5 require a formal register.
- Aim to use a wide range of relevant language.
- Give your proposal a clear title and write paragraph headings.

Go back to page 79.

UNIT 10

Language focus Noun phrases

Student B: Choose six of the following phrases and write a similar Exercise 3 to that on page 153. Then give the exercise to your partner to complete.

chances of promotion depths of winter height of fashion matter of life and death
sense of smell sign of age source of energy state of shock

Go back to page 153.

UNIT 12

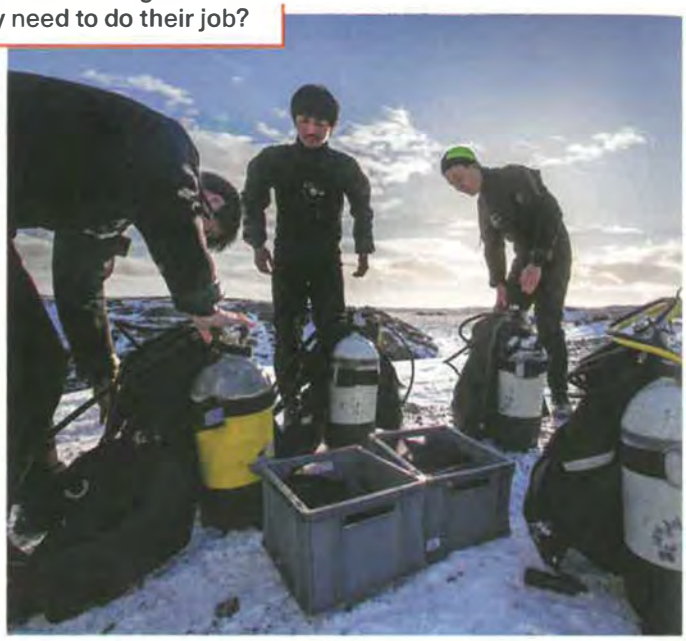
Speaking Part 2 Long turn

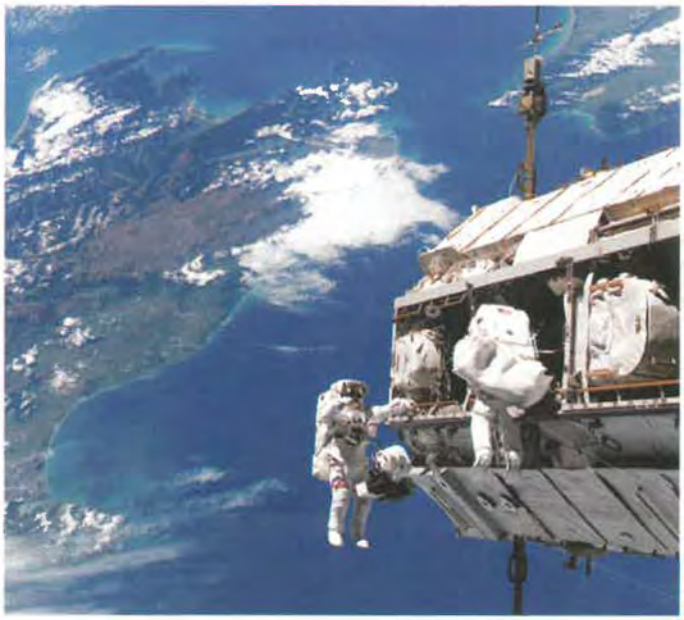
Look at these pictures. They show people working in different environments.

Student B: Compare **two** of the pictures, and say why the people might be working there, and what skills they might need to do their job.

Student A: When your partner has finished talking about the two pictures, say which environment might be most challenging to work in.

Why might the people be working there?
What skills might they need to do their job?





Go back to page 184.

UNIT 5

Pronunciation Contrastive stress

Student B

Ask your partner the following questions about the interview.

1 Is it the third film in the series they're releasing next week?
2 Simon says that directors rarely reflect on what they could have done better, doesn't he?
3 Is it true that Simon thinks media exposure can be very beneficial for children?
4 Simon was the main camera operator, wasn't he?
5 Am I right in thinking that the participants have just turned thirty-five?

Go back to page 82.

UNIT 8

Pronunciation

Student B

Take turns with your partner to read your sentences aloud. Use catenation where possible, paying particular attention to the phrasal verbs in bold, which you should read as quickly as possible. Your partner will tell you which phrasal verb you have used.

Student A: 'Who turned the music off? Put it back on.'
Student B: 'Put on.'

1 Don't leave any meat on your plate. **Eat it all up**.
2 I won't tell you the answer. **Work it out** yourself.
3 Don't leave it here. Please **take it away** with you.
4 It's too dark to see. What is it? I can't **make it out**.
5 There's no salt left. We've completely **run out of it**.

Go back to page 128.

UNIT 10

Language focus Noun phrases

Student A: Choose six of the following phrases and write a similar Exercise 3 to that on page 153. Then give the exercise to your partner to complete.

chances of survival depths of despair height of summer matter of personal taste
sense of relief sign of respect source of income state of emergency

Go back to page 153.

1 Modal verbs: *Might, could, may* and *can*

1 *might*, *could* and *may* can be used to express present, future and past possibility:

*Try the shop on the corner – they **might have** what you're looking for.*

*Economists warn that house prices **could rise** even further next year.*

*She **may not have received** your letter yet.*

The addition of *well* after the modal verb expresses more probability.

*Take an umbrella – it **may/could/might well rain** later on.* **2** *might* and *could* can be used to express:

- past possibility which did not happen
  *We **could have won** the game, but Joe missed a penalty.*
  *It's a good thing I was wearing a crash helmet. I **might have been** seriously **injured**.*
- annoyance
  *You **could at least say** you're sorry!*
  *He **might have told** me he was going to be late!*

3 *might* and *may* can be used to:

- express concession
  *He **might have failed** his degree, but he's earning much more than me.*
  (= Although he failed his degree, he's earning much more than me.)
  *She **may be** very famous, but that doesn't give her the right to behave like that in public.*
- suggest what one should do when there is no better alternative
  *I **might as well go** shopping with my parents – I've got nothing else to do.*
  *You'll find out the truth sooner or later, so I **may as well tell** you now what happened.*

4 *can* and *may* (more formal) can be used to:

- give or refuse permission
  *You **may/can borrow** up to five books at any one time from the library.*
  *You **can't/may not go** until you have finished.*
- make offers
  ***May I be** of assistance?*
  ***Can I carry** that for you?*

5 *can* and *could* can be used to:

- make requests
  ***Can/Could you give** me a hand, please?*
- ask for permission
  ***Can/Could I open** the window?*
- The more formal *may* can also be used. ***May I ask** a personal question?*

6 *can* and *could*, in the negative form, can be used to express certainty:

*She **can't be** more than about 20 years old.*

*It **couldn't have been** a bear that we saw – it was far too small.*

7 *can* can be used to express:

- theoretical possibility
  *The new concert hall **can seat** over 3000 people.*
- ability or inability
  *I **can understand** some Italian, but I **can't speak** it very well.*
- criticism
  *She **can say** some very hurtful things sometimes.*

8 *could* can be used to express:

- ability or inability in the past
  *My late grandfather **could play** the banjo, but he **couldn't sing** very well.*

When we talk about ability to do something on one occasion in the past, *could* is not possible. Instead, *was/were able to*, *managed to* or *succeeded in* have to be used.

*I **managed to speak** to Frank last night, but I **couldn't persuade** him to come to the opera with us.*

- permission or prohibition in the past
  *When I was at school the boys **couldn't wear** earrings, but the girls **could**.*

When we talk about permission to do something on one occasion in the past, *be allowed to* has to be used.

*I **was allowed to leave** work early yesterday to go and meet my husband at the airport.*

Other ways of talking about future possibility

In addition to using modal verbs, there are several lexical ways of expressing future possibility.

*There's a [strong/distinct/real/faint] **possibility** that I could lose my job.*

*There's a [remote/slight/fair/good] **chance** that Lara will be at the party tonight.*

*She's [highly/hardly] **likely** to win that competition.*

1 Modal verbs: *Might, could, may* and *can*

1 In 1–8, complete the second sentence so that it has the same meaning as the first.

0 Would you mind lending me your pen for a moment?
May _____ *I borrow your pen for a moment* _____?

1 Although he lives here, we never see him.
He may _____.

2 They're very likely to ask you to speak French during the interview.
You may _____.

3 Perhaps she didn't know you were married.
She might _____.

4 He had a good chance of getting the job, but he didn't apply.
If he'd applied for the job, he could _____.

5 I rarely use my bike these days, so it would make sense if I sold it.
I rarely use my bike these days, so I may _____.

6 Why on earth didn't you tell me you were vegetarian?
You might _____!

7 I think his chances of winning the election are slim.
It's unlikely _____.

8 I'm fairly certain of getting the job.
I think there's a distinct _____!

2 In 1–7, one of the three alternatives is incorrect. Cross it out.

0 You ~~*might not*~~*/may not/cannot* leave until I give you permission.

1 It's not my scarf – I think it *might/could/can* be Graham's.

2 It *might/may/could* not be warm enough to eat outside tonight, but we'll keep our fingers crossed.

3 He's so lazy – he *might/may/could* at least offer to do the washing up!

4 I know you didn't want to come, but you *might/may/could* as well try and enjoy yourself now that you're here.

5 Don't run across the road like that again – you *might/may/could* have been run over!

6 It was a tough walk, but we *could/were able to/managed to* reach the end before it got dark.

7 Police are now saying that the fire *might/may/could* not have been started deliberately, although they have refused to rule out the possibility of arson entirely.

Go back to page 6.

1 Adverbs of degree

1 We often use adverbs of degree to modify verbs, adjectives and adverbs. Common intensifying adverbs of degree are *absolutely*, *very, really, extremely, totally, utterly, entirely* and *highly.* Of these, *very* and *extremely* can't be used to modify verbs.

*I **totally** agree with this review; her performance was **absolutely** terrible.*

2 Common softening adverbs are *quite, fairly, slightly*.

*It's **quite** annoying that the café closes on a Monday morning.*

*I'm **fairly** sure there aren't any tickets left for the festival.*

*Joshua was limping **slightly**.*

3 We do not use the same adverbs of degree to modify all adjectives. Different adverbs are used with gradable (e.g. *tired*) and ungradable (e.g. *exhausted*) adjectives.

Adverbs used with gradable adjectives

very, extremely, fairly, really, slightly, highly

Adverbs used with ungradable adjectives

absolutely, completely, entirely, really, totally, utterly

Not all combinations of adverbs and adjectives are possible. The only constructions that are always possible are *very* + gradable adjective and *absolutely* + ungradable adjective. *Really* can be used with most gradable and ungradable adjectives.

Many adverb–adjective combinations are strong collocations, e.g. *highly intelligent, completely different, terribly sorry*, *deeply insecure*.

Quite

The adverb *quite* has different meanings according to whether it is used with a gradable or ungradable adjective.

*The food at the restaurant was **quite tasty** but they needed to use more salt. (= fairly tasty)*

*The food at the restaurant was **quite delicious**. (= absolutely delicious)*

Stress and intonation are also important in expressing the meaning of *quite* + adjective.

Too/enough

The adverbs *too* and *enough* can be used to modify other adverbs.

*They're walking **too slowly** to get to the station on time.*

*He didn't give the answer **fast enough**.*

2 Nouns in formal English

Use of nouns

Nouns are used more frequently in formal written English than in spoken, conversational English. We can use formal language to be polite and respectful, but also to create distance.

The company admits no responsibility for the failure of the car's air bags to activate.

During his period of employment with ChemTech, Simon demonstrated great ability in a leadership role.

English nouns that have a French or Latin origin always sound more formal or academic than words with a similar meaning derived from other languages.

Long periods of separation have a profound impact on a child's relationship with its parents. [Latin]

We know that a child is seriously affected when there is a in the family dynamic. [Dutch]

The palace was the principal residence for the king until the late 1800s. [Latin/Old French]

It's important to create a sense of comfort in your home. [Germanic]

1 Adverbs of degree

1 Match each sentence beginning (1–8) with an appropriate ending (a–h).

1	All the flights to Manchester were **fully**	a	**keen** to get back to work.
2	Her new film is a convincing and **deeply**	b	**booked**, so we flew to Heathrow instead.
3	The weather suddenly turned **bitterly**	c	**exhausted**, and we all went straight to bed.
4	My teenage son is a proud and **fiercely**	d	**influential** scientific papers on the subject.
5	Dr Amalric has written several **highly**	e	**moving** tale of one man's fight to prove his innocence.
6	He's slowly recovering and **desperately**	f	**cold**, thanks to a chill easterly wind.
7	Her next opponent is the **comparatively**	g	**unknown** Pat Dale, who has yet to win a championship.
8	The trek left us feeling **utterly**	h	**independent** child, but also very caring.

2 Complete the email using adverbs from the box.

desperately entirely highly incredibly perfectly utterly

Hi Sara
Just to let you know that Erin has decided not to come camping with us after all. Things at work have been **(1)** _____ hard for her over the last few months, and I think it's **(2)** _____ understandable that she doesn't feel up to staying in a tent for a week! Frankly, I think she's **(3)** _____ exhausted, and we need to support her in any way we can.
On a brighter note, I've managed to book that day trip to view the seal colony. It's a bit pricey but it comes **(4)** _____ recommended, and I **(5)** _____ want to see the seals up close. I hope that's OK with you.
Finally, I **(6)** _____ agree with you that we should travel light. I'm taking one medium-size backpack only.
Give me a call when you have time.
Lola

Go back to page 8.

2 Nouns in formal English

1 For sentences 1–4, use the information in a, which is more conversational, to complete the gaps in b, which is more formal.

0 a I thought the painting was very simple, and different to anything else I'd seen before. I was very impressed.
b I was most impressed by the *simplicity* and *originality* of the painting.

1 a He applied for the job and he was clearly a bit disappointed when he heard they'd turned him down.
b He was unable to hide his ___ ___ at their rejection of his _____.

2 a The employees said they thought it would be a good idea if the company reduced the working day by just a little, but management said they didn't approve of the idea at all.
b Management voiced their strong _____ of the employees' _____ for a slight _____ in the working day.

3 a I have to tell you that I'm not satisfied with the service you offer. I often have to wait a long time for things to get here, even though you say that you send them sooner than 24 hours after you receive an order.
b I must express my ___ _____ with the standard of your service. Delivery of goods is often subject to _____ _____, despite your __ _____ that orders are dispatched within 24 hours.

4 a People fail to understand how important it is to recycle waste, and I think it's because they don't know anything about the environment and they don't get taught enough about it at school.
b People's _____ ___ to understand the _____ _____ of recycling waste is the ___ _____ of a lack of environmental _____ _____ and insufficient ___ _____ on the subject.

2 In 1–4 in Exercise 1, there are more verbs in the b versions than in a, and more nouns in the a versions than in b. What other differences do you notice between the language used in informal and formal registers?

Go back to page 23.

2 Talking about the past

1 Past simple

The past simple can be used to refer to:

- completed actions, events or situations which happened at a specific time or over a specific period of time in the past.

  *When we **lived** in York, my father **ran** a small bakery.*

- habitual actions or behaviour in the past.

  ***Did you bite** your nails when you were a child?*

Used to + infinitive can also be used to refer to past situations and habitual actions. *Would* + infinitive can be used to refer to past habitual actions, but not situations.

*Every summer we **used to/would go** camping with dad.*

*I **used to** (~~would~~) **have** a parrot, but he escaped.*

2 Past continuous

The past continuous can be used to refer to:

- situations or actions in progress at a particular moment in the past.

  *This time last year I **was taking** the Advanced exam.*

- a past situation or action which was in progress when another action occurred.

  *We **were** still **having** breakfast when Mark called.*

- past actions or situations occurring at the same time.

  *She **was working** hard to earn some extra money and he **was spending** it all on new gadgets.*

- repeated past actions which the speaker finds annoying.

  *She **was** always **complaining** about something.*

3 Present perfect

A The present perfect simple can be used:

- to talk about recent past events which have some relevance to the present.

  *They can't afford to go on holiday – they'**ve just bought** a new car.*

- to describe situations which started in the past and continue to the present.

  *We'**ve had** this pan since we got married 43 years ago.*

- to talk about events which occurred at some time between the past and present. The exact time they occurred is either unknown or unimportant.

  *I'**ve** already **seen** United play three times this season.*

- after *this/that/it is the first/second/third*, etc *time ...*

  *This is the fourth time I'**ve seen** United play this season.*

- after the expression *it's (two/three, etc) years/a long time since ...* The past simple is also possible.

  *It's years since I'**ve had**/I **had** porridge for breakfast.*

- with another present perfect to describe two states or actions which have existed or occurred together.

  *We'**ve been burgled** twice since we'**ve lived** here.*

B The present perfect continuous is used with verbs which describe actions (e.g. *give*, *play*, *take*), but not with verbs which describe states (e.g. *be*, *know*, *like*). It can be used to:

- emphasise the duration of a situation or activity.

  *He'**s been working** on his first novel for over ten years.*

- suggest that a situation or activity is temporary.

  *My oven's broken so I'**ve been eating** at my mum's.*

- suggest that a situation or activity is incomplete.

  *I'**ve been reading** that book you lent me.*

- focus on the repetition of a situation or activity. The number of times it is repeated can only be included with the simple, not the continuous form.

  *Zoe'**s been phoning** you. She'**s phoned** about six or seven times.*

C The present perfect simple and continuous are used to talk about present effects of a past event.

*I'**ve been cleaning** the house all morning. (an activity)*

*Sally'**s broken** her leg. (a single action)*

4 Past perfect

A The past perfect simple can be used:

- to show that a past event or situation occurred before another past event or situation.

  *As soon as the film started, I realised I **had seen** it before.*

- to describe situations which started in the past and continued to a later point in the past.

  *They **had known** each other for several years before they got married.*

- after *that/it was the (first/second/third*, etc) *time ...*

  *We went to Switzerland last summer; it was only the second time we'**d been** abroad.*

- after *it was (two/three*, etc) *years/a long time since ...*

  *It was a long time since she **had** last **seen** her old school friend.*

- after certain time linkers, e.g. *after*, *before*, *by the time*, *as soon as*, *once*, *when*, *until*.

  *It was dark by the time I **had finished** repairing the roof.*

The past simple can be used if the order of events is clear:

*I had a relaxing bath after I **got** home from work.*

or if the second event was a result of the first.

*When the music **started**, everyone got up to dance.*

Participle clauses can sometimes be used in place of clauses with *when* or *after* and the past perfect.

***Having eaten** his sandwich, he left. (After he **had eaten** his sandwich, he left.)*

B The past perfect continuous links past events with another point in the past. It is not used with stative verbs (e.g. *be*, *know*, *like*).

I'd been waiting for over an hour when she finally arrived. (duration)

She found out that her son had been using her credit card to buy computer games. (repetition)

You only had to smell his breath to know he'd been smoking. (effects of a past event)

5 Unfulfilled past events

The following structures are used for events which were intended to take place, but didn't.

I was going/about to send you an email, but I had a few problems with my computer.

She had been/was thinking of going to Iceland, but changed her mind and went to Norway instead.

The meeting, which was to have taken place last weekend, was unexpectedly cancelled.

6 Expressing preferences about the past

The following structures can be used to express how we would like the past to have been different.

- *would like/love/prefer to* + perfect infinitive, or *would have liked/loved/preferred to* + infinitive or perfect infinitive.

  We would like to have stayed longer.

  She would have loved to tell/to have told him what she thought of him.

If the subject of *would like*, etc is not the same as the subject of the verb which follows, an appropriate noun or object pronoun is inserted before the infinitive.

She would have preferred him to say it to her face.

- *would rather/sooner* + perfect infinitive.

  We booked a hotel, but I'd sooner have slept in a tent.

If the subject of *would rather/sooner* is not the same as the verb which follows, the past perfect is used.

Would you rather I hadn't said anything to Matt?

2 Talking about the past

1 Correct the sentences. You may need to write more than one word.

have known

0 I know him since we were at school together.
1 We would have a parrot, but he flew away one day when I was cleaning his cage.
2 The service was terrible; when our dessert arrived, Paul still ate his starter!
3 I have met some very interesting people on my holiday last year.
4 This must be about the tenth time I eat in this restaurant.
5 It's a long time since we don't see each other.
6 It wasn't the first time she was catching him taking money from her purse.
7 I'd like to stay in London longer, but we had to get back for Candice's wedding.
8 I wish you didn't give him my phone number – he phoned me three times yesterday!
9 You did nothing but complain since we've been here.
10 She was about sitting down when she noticed the chair was broken.

2 Complete the text with an appropriate form of the verb in brackets.

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I'll never forget the time I **(1)** _____ (*go*) to the hairdresser's way back in the 1940s for my first perm, or 'permanent wave', after I **(2)** _____ (*see*) a picture of the actress Gina Lollobrigida with one in a film magazine. I **(3)** _____ (*work*) in a shop at the time, and I **(4)** _____ (*book*) an appointment for 1.30 pm on Wednesday afternoon, my half day off. **(5)** _____ (*wash*) and cut my hair, the hairdresser rolled it into tight and rather painful metal curlers. He then connected the curlers to wires from a machine that looked as if it **(6)** _____ (*just/land*) from outer space! He chose that moment to tell me he **(7)** _____ (*experience*) problems with the machine for the last few days and that the 'baking' procedure **(8)** _____ (*take*) a little longer than expected. In fact, I **(9)** _____ (*spend*) over six hours in the hairdresser's altogether and **(10)** _____ (*not/arrive*) home until well after 8 o'clock! At one point during my long ordeal, after I **(11)** _____ (*sit*) in the same chair for about four hours, my worried husband phoned the hairdresser's to ask what time I **(12)** _____ (*leave*). It was the first time I **(13)** _____ (*ever/have*) a perm, and I decided there and then that it **(14)** _____ (*be*) my last!

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3 Present and future conditionals

1 Zero conditional: *if* + present simple, present simple

- We use the zero conditional to talk about situations which are always true.

  ***If** I **eat** too much spicy food, I start to feel ill.*

2 First conditional: *if* + present simple, *will/going to/may/might/could* + infinitive

- We use the first conditional to talk about possible future situations and their probable results.

  ***If** you **don't water** that plant soon, it**'ll die**.*

- *if* + *should* / *happen to* / *should happen to* makes the event seem more unlikely or more of a chance possibility

  ***If** I **happen to see** Mr Dee there, I**'ll ask** him for you.*

- A more formal variation is to begin with *should*.

  ***Should** you wish to change your holiday arrangements, we will do all we can to help.*

3 Second conditional: *if* + past simple, *would/might/could* + infinitive

- We use the second conditional to talk about imaginary, unlikely or impossible situations in the present and future.

  ***If** I **had** an extra pair of hands, then I **could help** you!*

- *if* + *were to* + infinitive makes the event seem more unlikely.

  ***If** you **were to walk** in that direction for another thousand miles, you**'d** eventually **arrive** in Warsaw.*

- A more formal variation is to begin with *were*.

  ***Were** they to break the contract, we would, of course, take legal action.*

- *Suppose/Supposing/Imagine* can be used instead of *if*, particularly in speech.

  ***Supposing** you ran out of money, what would you do?*

4 *If* can be followed by *will*, *would* or *going to* when making polite requests or describing the result of a course of action.

***If** you **would take** a seat for a moment, I**'ll tell** Mr Graydon you're here.*

***If** it **is going to be** more profitable for the company, then I think we should do it.*

3 Hypothetical situations

Past tenses can be used to talk about unlikely, imaginary or impossible situations in the present, past or future.

- *wish* / *if only* + past perfect can be used to express wishes, regrets and criticisms about the past.

  ***I wish / If only I hadn't eaten** my dinner so quickly. I've got indigestion now.*

  Note that *wish* + *would* is used to express irritation at someone's bad habit or at an annoying situation.

  ***I wish you wouldn't** eat with your mouth open!*

  ***I wish the bus would** be on time for once!*

- *should* + perfect infinitive can also be used to express regrets and criticisms about the past.

  *We **should have brought** an umbrella.*

  *You **shouldn't have spoken** to him like that.*

- Third conditional sentences (*if* + past perfect, *would/might/could* + perfect infinitive) can be used to speculate about how things might have been different in the past.

  ***If** you **had been paying** attention, you **might have understood** what I was saying. (You weren't paying attention, so you didn't understand.)*

  ***If it hadn't been for** that traffic jam on the motorway, we **would have got** here on time. (Because of the traffic jam we arrived late.)*

  A more formal variation is to omit *if* and begin with *had*.

  ***Had** she known about his criminal past, she would never have employed him.*

- Mixed conditional sentences can be used to speculate about how a different situation in the past might have had different results in the present

  ***If** you **hadn't stayed** up to watch the film last night, you **wouldn't be** so tired now.*

  or, alternatively, how changes to a present situation might have influenced the past.

  ***If I weren't** so broke at the moment, I **could have bought** you something decent for your birthday.*

3 Present and future conditionals

1 For sentences 1–6, choose the correct alternative in italics.

1 If it *weren't* / *hadn't* / *wouldn't* for my broken leg, I'd think about entering the London Marathon again.
2 It's very unlikely you'll see her at the concert, but if you *happen* / *should* / *were* bump into her, give her my regards, won't you?
3 *Supposing* / *Provided* / *Unless* you came face to face with a bull: what might be the sensible thing to do?
4 If you just let me explain, I'm sure you *must* / *might* / *would* change your mind.
5 *Unless* / *As long as* / *Imagine* we have sufficient funds, we expect to begin the expedition early next year.
6 Does anyone *imagine* / *happen* / *suppose* to know what time Rob Jackman is giving his presentation?

2 Choose the correct option, a or b, to complete the sentences.

1 Unless action is taken immediately, the situation ____.
a will surely get worse b wouldn't get better
2 As long as Rick remains as team leader, morale ____.
a is low amongst the staff b will continue to drop
3 ____ that game till 2am every night, of course you'll feel tired!
a If you will play b If you are to play
4 ____ that promotion, I assume there'd be a pay rise.
a If I would accept b If I were to accept
5 ____ here a moment, I'll get someone to help with the luggage.
a Should you happen to wait b If you wouldn't mind waiting
6 Provided your visa is valid, you ____.
a can continue to stay in the country b will keep on staying in the country

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3 Hypothetical situations

1 For 1–7, complete the second sentence so that it has a similar meaning to the first sentence.

If only I'd gone to France instead.
I'd sooner _____
2 I do think you might have phoned earlier.
I wish _____
3 We don't think you should have done that.
We'd rather _____
4 Don't you regret not going to university?
Don't you wish _____?
5 If only you'd mentioned it before!
You should _____ _____ _____!
6 Do you wish you had stayed longer?
Would you like _____ _____ ?
7 Can you please stop texting while I'm talking to you! It's so annoying!
I wish you _____

2 Rewrite the sentences in 1–6 using conditional structures.

0 We didn't get back in time to see him. It was a real shame.
If only we'd got back in time to see him.
1 He didn't revise for his exams. He regrets this now.
_____
2 I didn't take any books with me on holiday. I got really bored.
_____
3 My parents bought me an iPod®. An iPad® would have been better.
_____
4 I couldn't see the film on TV last night. That was a pity – I really wanted to.
_____
5 My French isn't very good. That's probably why I didn't get the job.
_____
6 They showed us all their holiday photos. I was hoping to watch the football.
_____

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4 Gerunds and infinitives

A The infinitive with *to* is used:

- to express purpose.

  *I went out **to get** some fresh air.*
- after some adjectives.

  *It's not **easy to find** work these days.*
- after *to be*, to give orders or express arrangements.

  *You**'re to stay** here until I get back.*
- after *would hate/like/love/prefer*.

  ***Would you like me to do it** now?*
- after *agree*, *appear*, *arrange*, *ask*, *attempt*, *choose*, *decide*, *demand*, *deserve*, *expect*, *help*, *hesitate*, *hope*, *learn*, *manage*, *offer*, *prepare*, *pretend*, *refuse*, *seem*, *threaten*

  *If you need any help, don't **hesitate to contact** me.*
- after the following verbs + object: *advise*, *allow*, *ask*, *challenge*, *enable*, *encourage*, *expect*, *force*, *help*, *intend*, *invite*, *order*, *persuade*, *recommend*, *remind*, *teach*, *tell*, *urge*, *warn*

  *My family **encouraged me to go** to university.*

  If *advise* and *recommend* are used without an object, the gerund is used.

  *I **recommended applying** to King's College.*
- after *ability*, *attempt*, *capacity*, *chance*, *decision*, *desire*, *determination*, *effort*, *failure*, *intention*, *need*, *opportunity*, *permission*, *plan*, *proposal*, *refusal*, *right*, *tendency*, *way*, *willingness.*

  *Her **refusal to accept** his ideas led to his **decision to resign**.*

B The bare infinitive (without *to*) is used:

- after modal verbs.

  *I **shouldn't eat** this really, but I **can't resist** it.*
- after *had better*, *help*, *let*, *make*, *would rather/sooner.*

  *We'**d better go** home now – it's very late.*

In the passive, *make* is followed by the infinitive with *to*.

*We **were made to do** all the dirty jobs.*

C The gerund is used:

- as the subject, object or complement of a clause or sentence.

  ***Playing** golf is fun, but I find **watching** it rather boring.*
- after prepositions.

  *We thought **about going** to France this year.*
- after *have difficulty/problems*, *there's no/little point*, *it's no good/use*, *it's (not) worth ...*

  ***It's no use asking** him – he won't know the answer.*
- after *admit*, *adore*, *advise*, *anticipate*, *appreciate*, *avoid*, *can't help*, *can't stand*, *consider*, *delay*, *deny*, *detest*, *dislike*, *enjoy*, *feel like*, *give up*, *imagine*, *involve*, *keep*, *mind*, *miss*, *postpone*, *practise*, *prevent*, *propose*, *put off*, *recommend*, *resent*, *resist*, *risk*, *suggest.*

  *I **resent having** to do all the housework myself.*
- after the following verbs + the preposition *to*:

  to adapt/adjust to, *admit to*, *confess to*, *get round to*, *get used to*, *look forward to*, *object to*

  *She **confessed to being** surprised by her success.*

If the subject of the main verb and the gerund is different, an object (pronoun) or possessive adjective is used.

*I couldn't **imagine him eating** something like this.*

*We **appreciate your coming** to tell us so quickly.*

D The following verbs can be followed by the gerund or the infinitive with *to* with no change in meaning:

begin, *can't bear*, *continue*, *hate*, *intend*, *like*, *love*, *prefer*, *start*

*She suddenly **started singing/to sing**.*

E The following verbs can be followed by the gerund or the infinitive with *to,* but with a change in meaning:

forget, *mean*, *regret*, *remember*, *stop*, *try*

- The infinitive is used with *remember*, *forget*, *regret* and *stop* when the act of *remembering*, etc comes first. The gerund is used when it comes second.

  *I must **remember to post** this letter later.*

  *I distinctly **remember posting** the letter yesterday.*

  *Her car broke down and no one **stopped to help** her.*

  *I've **stopped eating** chocolate.*

When *regret* is followed by the infinitive with *to*, it is normally used with verbs such as *say*, *tell* and *inform*. This use is formal.

*We **regret to inform** you that your application has been unsuccessful.*

- *try* + infinitive with *to* means *attempt. try* + gerund means *experiment with*.

  *Please be quiet – I'm **trying to sleep**.*

  *If you can't sleep, **try using** earplugs.*
- *mean* + infinitive with *to* means *intend. mean* + gerund means *involve*.

  *I've been **meaning to write** to you for ages.*

  *Changing jobs also **meant changing** house.*
- *need* + gerund expresses a passive meaning, while *need* + infinitive with *to* has an active meaning.

  *The plant **needs watering**. / I **need to water** the plant.*
- *require* + gerund expresses a passive meaning. *require* + a direct object is followed by the infinitive with *to*. A passive form is also commonly used.

  *The document **requires formatting**.*

  *We **were required to fill** in a form.*

Nouns followed by the infinitive

Some abstract nouns can be followed by a *to*-infinitive.

*She has a **tendency to put** herself down during interviews.*

*The **decision to move** overseas was a difficult one.*

*Simon showed little **willingness to assist** us.*

4 Gerunds and infinitives

1 There is a mistake in one sentence in each pair. Find the mistake and correct it.

0 a You can't help ~~to feel~~ *feeling* sorry for John, losing his job like that.
b The company says it'll help him to find another job.

1 a I've been made to feel welcome in my new job.
b They let me to leave early so I can pick up my son.

2 a It's taken me time to adjust to share a desk.
b I still can't get used to sharing a desk.

3 a It's not worth to make an effort in a poorly paid job.
b And there's certainly no point taking work home.

4 a We appreciate your agreeing to give a talk.
b We would like you are our guest for dinner.

5 a As soon as I get to work all the phones start ringing.
b They don't stop to ring all day.

6 a I don't mind to go to the office meal tonight, ...
b ... but I really don't feel like making a speech.

7 a I advised him to buy a new suit for his interview.
b I also recommended to have a haircut.

8 a We were to have received a pay rise this year.
b Management have admitted to have broken their promise to increase salaries.

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between three and six words, including the word given.

0 She will often panic if there is a problem.
TENDENCY
She *has a tendency to* panic if there is a problem.

1 I was surprised when he said he wouldn't work overtime.
REFUSAL
His _____ as a surprise to me.

2 Don't bother to read that book.
WORTH
It _____ that book.

3 Vicky's not interested in applying for the leadership position.
DESIRE
Vicky _____ for the leadership position.

4 He tried very hard to stop eating junk food.
EFFORT
He _____ up eating junk food.

5 I'm very grateful that you came at such short notice.
APPRECIATE
I really _____ at such short notice.

6 I found it impossible not to laugh when he said that.
HELP
I _____ when he said that.

7 If you don't leave now, you'll miss the bus.
BETTER
You _____ don't miss the bus.

8 I find it difficult to remember names.
DIFFICULTY
I _____ names.

9 My parents made us apologise to our neighbours for breaking their window.
MADE
We _____ sorry to our neighbours for breaking their window.

10 She complained about the bad treatment her brother had received.
BEING
She objected _____ treated so badly.

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4 Comparisons

A The following structures and expressions can be used to talk about similarities and differences.

1 Comparing past with present

__Where once__ he was at the top of his game, he __now__ struggles to win.

We __now__ depend on technology __more than ever before__.

2 *The* + comparative, *the* + comparative is used when one thing is the result of another.

__The more__ he laughed, __the angrier__ she became.

3 *as* + auxiliary + subject

He __lived__ to a ripe old age, __as did__ his wife and children.

4 *Like* is used with nouns, pronouns or gerunds to make comparisons.

She ran __like the wind__ back to her flat.

Getting him to talk is __like getting__ blood out of a stone.

5 *As* + noun describes someone/thing's job, role or function.

Used her scarf __as a bandage__. *He's working __as a postman__.*

6 *As* is used with a verb phrase to make comparisons. *Like* is used informally, and is considered incorrect by some.

She believes, __as I do__, that the president is wrong.

7 *as* + adjective/adverb + *as* can be used to show similarities. *so* can be used instead of the first *as* in negative sentences.

He's __not so silly as__ he looks.

8 *so* can be used in the following structures.

He is known __not so much__ for his singing __as/but__ for his charity work.

__If__ you get a discount, then __so much the better__.

Nothing gives __so bad an impression as__ arriving late.

It is__n't__ quite __such a cold winter as__ last year.

B The following words and expressions can be used to modify comparisons.

1 With comparatives:

a bit, *a little*, *slightly*, *much*, *(quite) a lot*, *far*, *significantly*, *considerably*, *three times*, *a great deal*

I'm feeling __considerably better than__ I did yesterday.

2 With superlatives:

by far, *easily*, *by a long way*

China is the company's __largest__ market, __by a long way__.

She is __by far the most gifted__ musician in the band.

3 With *as ... as ...* :

not quite, *(not) nearly*, *almost*, *just*, *half*, *twice*, *three times*, etc, *nothing like*, *nowhere near*

She earns __twice as much as__ me and works __half as many__ hours.

4 With *the same ... as ...* :

not quite, *(not) nearly*, *almost*, *just*, *(very) much*

I have __much the same__ opinion __as__ my colleague.

5 Using *come a close second*:

The best part of the holiday was visiting the caves, but seeing the Roman ruins __came a close second__.

5 Relative clauses

A Defining relative clauses

These contain essential information which identifies the person or thing being talked about. *Who* and *which* can be replaced by *that*, and the relative pronoun can be omitted if it is the object of the verb in the relative clause. No commas are required.

Meg __who/that__ used to babysit for us has just got married.

It's not the kind of novel __which/that__ appeals to me.

I know a boy __whose__ father is a professional diver.

Thank you for the flowers __(which/that)__ you sent me.

When and *why* can also be omitted.

I'll never forget the day __(when)__ Geoff resigned.

The reason __(why)__ he left is still unclear.

Where cannot be omitted. Compare the following:

That's the shop __where__ we bought our bed.

That's the shop __(which/that)__ we bought our bed __in__.

In more formal English, prepositions can be placed before the relative pronouns *whom* and *which* (but not *that*).

They pointed to the shop __in which__ the bed had been purchased.

B Non-defining relative clauses

These contain non-essential information: we can identify which person or thing is being talked about without the information in the relative clause. *That* cannot be used and the relative pronoun cannot be omitted. Commas are required at the beginning and the end of the relative clause (except when the end of the relative clause is also the end of the sentence).

Our former babysitter, __who__ got married last year, has just had her first child.

His first novel, __which__ was largely autobiographical, became an overnight success.

Alan Smith, __whose__ father is a professional diver, is the only boy in our class who can't swim.

Which is used to refer to a whole clause.

He works 12 hours a day, __which__ must be very tiring.

What is used to refer to 'the thing that'.

Let me know __what__ you decide to do.

__What__ I need right now is a cup of tea.

4 Comparisons

1 In each of the following sentences one of the words is incorrect. Find the word and change it.

0 The food wasn't quite as bad as I expected and overall
did
I enjoyed the meal, as ~~had~~ everyone else in my family.

1 By far the dullest job I've ever had was when I worked like a security guard in a clothes shop in Macclesfield.

2 It wasn't so much Ralph's good looks which appealed to Eleanor than his sense of humour.

3 Everyone said the listening exam was much more difficult than they thought it would be, but I didn't think it was anywhere close as hard as the ones we'd done in class.

4 I much prefer our local supermarket to any of those huge out-of-town hypermarkets: apart from being a great amount more convenient, it's quite a lot cheaper, too.

5 I can't understand why the film was such hugely successful: it wasn't nearly as good as his last one, yet it made five times as much at the box office.

6 The more freedom you give children and the fewer limits you impose on them, the more unruly they become, in much the same way that certain types of plant, which will overrun a garden if they are not regularly cut back and held in check.

2 Complete the comments a student is making about pictures in a Speaking Part 2 task using one word in each gap.

In this photo, the man's using a camera to take photos of birds in his garden, so it's not quite **(1)** _____ a stressful situation as this one, where the woman's taking photos of crocodiles. I think that sooner or **(2)** _____ she might decide that the life of a wildlife photographer is far **(3)** _____ dangerous! Maybe she'll switch to a much **(4)** _____ risky activity, like taking photos of people's pets! On the other hand, that would be **(5)** _____ near as interesting. But going back to the man in his garden, I think his mood would be very much the **(6)** _____ every time he took a photo. I'd say he's doing it for a hobby, not trying to make money out of it – so it doesn't matter if the photos turn out to be average.

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5 Relative clauses

1 Complete the sentences with a word from the box. The words can be used more than once. NB the commas in these sentences are missing.

that where which who who's whose why

1 I went walking with my husband at the weekend _____ is something _____ we haven't done for a long time.

2 The novel is set in Kaunas _____ at that time was the capital of Lithuania. The initial chapters focus on Vitas's father _____ fiery temperament had a lasting effect on the boy.

3 _____ I'd like to know is what happened to that boxer _____ she was seeing. Are they still going out together?

4 He left all his money to a woman _____ had never shown him any affection. The reason _____ he did this has never been fully understood.

5 Her mother _____ hated city life longed to return to the village _____ she grew up in and _____ she still owned a small plot of land.

6 Is there anyone _____ got a car or _____ mum or dad could give us a lift?

2 Look back at sentences 1–6 in Exercise 1. Decide whether:

a commas are required or not.

b *that* can be used instead of the word you have chosen.

c the word can be omitted.

Go back to page 77.

5 Reference, substitution and ellipsis

Reference and substitution

1 *This*, *that*, *these* and *those* can be used to refer back to previously stated people, things, events or ideas. *This* and *these* are more common than *that* and *those*.

This and *that* can be used:

- before nouns or on their own.

  *... and he left school at 16. **This (decision)** did not please his parents.*

  *He hated school. **That**'s why he left at 16.*

- *These* and *those* are more commonly used before nouns.

  *... the mobile phone and the computer. **These two inventions** have revolutionised communications ...*

  *... during the 1930s. In **those days**, of course, people didn't have computers.*

  *You've got so many toys. Let's get rid of **those** that you don't play with any more.*

2 A number of other words can be used to substitute and avoid repetition of previously used words and phrases.

- *do/does/did* to replace a verb

  *Paul didn't want to go, but I **did**. (= I wanted to go.)*

- *do so* can also be used to replace a verb + object

  *He told her to lock the door, but she had already **done so**.*

- *so/nor/neither* + auxiliary verb + subject

  *She likes dogs and **so do I**. (= **I** like dogs, too.)*

  *I've never been to Paris and **nor/neither has he**. (= He hasn't been to Paris either.)*

- *so/not* to replace a *that*-clause after *expect*, *hope*, *seem*, *suppose*, *think*

  *'Is he coming?' 'I **think so**.' (= I think that he's coming.)*

  *'Do you think it'll rain?' 'I **hope not**.' (= I hope that it won't rain.)*

Note that *I don't think so* is more common than *I think not*.

- *if not/so* to replace whole clauses

  *Are you free on Friday? **If so**, do you fancy going to the cinema? **If not**, how about next week?*

- *one/ones* to replace countable nouns

  *What sort of **ice cream** would you like? **A plain one** or **one with chocolate sauce** on?*

  *Those red **apples** are much tastier than these green **ones**.*

Ellipsis

Ellipsis involves omitting words to avoid repetition.

3 It is common to omit words after *and* and *but*.

I live and (I) work in Madrid.

*John was impressed, but I wasn't (**impressed**).*

*We play tennis on Saturdays and (**we**) sometimes (**play**) on Sundays, too.*

4 The main verb can be omitted after an auxiliary verb.

*I'd do it myself if I **could**. (= if I could do it myself)*

*She said she would phone, but she **hasn't**.*

*He said he saw her there, but he **can't have**.*

Adverbs can be placed before the auxiliary.

*'Can you turn the heating on?' 'I **already have**.'*

be cannot be omitted after a modal verb.

*'Is the shop open yet?' 'It **might be**.'*

been can be omitted in a perfect passive, except after a modal verb.

*'Has she been promoted?' 'Yes, she **has**.'*

*He wasn't sent to prison, but he **should have been**.*

5 Instead of repeating a full infinitive expression we can simply use *to*.

*I don't **eat much cheese** now, but I **used to**.*

6 Clauses can sometimes end with a question word when the question is obvious.

*We need to solve this problem. But I have no idea **how.***

*'Apparently the meeting's been cancelled.' 'I heard. Although I'm not sure **why**.'*

5 Reference, substitution and ellipsis

1 Decide which words could be omitted to avoid repetition.

0 My brother was afraid of the dark, but I wasn't ~~afraid of the dark~~.

1 A Do you think you'll be home before midnight?
B I should be home before midnight.

2 I asked him to play a tune on the piano but he said he didn't want to play a tune on the piano.

3 She always comes to class on Tuesdays, but she hardly ever comes to class on Thursdays.

4 He left without saying goodbye. I have no idea why he left without saying goodbye.

5 A I have a feeling he was sacked from his last job.
B Yes, he might well have been sacked from his last job.

6 He told me to apologise to her, but I'd already apologised to her.

2 Use substitute words and ellipsis to reduce the amount of repetition in the following text. There is an example at the beginning.

her

For most of ~~my mother's~~ working life, my mother taught chemistry in a secondary school. She always said the reason she had entered the teaching profession was because her father had virtually forced her to enter the teaching profession. Her father was a teacher and her mother was a teacher as well, though she herself had no intention of becoming a teacher. However, whereas my grandmother felt that my mother should only follow in their footsteps if my mother wanted to follow in their footsteps, my grandfather was determined that she should teach for a living – so she taught for a living.

She'd actually like to have become a pharmacist and run her own business, but she wasn't sufficiently qualified to become a pharmacist and have her own business. Apart from the fact that she wasn't sufficiently well qualified, she might well have had problems raising the necessary capital, and if she'd asked her father to lend her the necessary capital he probably wouldn't have lent her the necessary capital. I think my mother resented my grandfather for the pressure my grandfather had put on her, and my mother always encouraged me to make my own decisions. I made my own decisions – and now I work as a teacher, and my son works as a teacher, too!

Go back to page 74.

6 Passives 1

A Form

The passive is formed with the appropriate tense or form of the verb *to be* and the past participle of the main verb.

*We should **have been told** earlier.*

*A full investigation **is** currently **being carried out**.*

The passive can only be used with transitive verbs (verbs with an object).

*The house **was** only **painted** last year.*

Some transitive verbs cannot be used with the passive, e.g. *get*, *become*, *weigh*, *cost*, *lack*, *suit*, *resemble*.

That hairstyle suits you.

~~*You are suited to that hairstyle.*~~ ✗

The passive cannot be used with intransitive verbs (verbs with no object).

The rabbit was disappeared by the magician. ✗

B Use

The passive is used to focus attention on the action, or the person or thing affected by the action, rather than on the agent – the person or thing that performs the action.

*Smith **was jailed** for three years.*

If the agent is mentioned, the preposition *by* is used.

*The president was criticised **by members of his own party**.*

The choice between active and passive is often influenced by context. 'Given' or previously mentioned information usually comes at the beginning of a clause or sentence, and new information towards the end. In the following example, *The letter* is 'given' information: it is referred to in the previous sentence (*Albert Einstein wrote to President Franklin Roosevelt*). Since it is not the agent of the verb *compose*, the passive form is necessarily used.

*In 1939, Albert Einstein wrote to President Franklin Roosevelt urging the United States to develop an atomic bomb. **The letter was composed** by the Hungarian-born physicist and biophysicist Leo Szilard, a former colleague of Einstein, who felt it would have more influence if it were signed by his eminent friend.*

There is also a tendency to place long phrases towards the end of the clause. If, as in the above example, the agent is a long phrase (*the Hungarian-born physicist*, etc) this appears at the end of the clause and the passive form is necessarily used.

C Not mentioning the agent

The agent is not usually mentioned in passive constructions in the following situations:

- if the agent is unknown or unimportant.
  *Lunch **will be served** from one o'clock in the canteen.*
- if it is obvious who the agent is.
  *The musician **was arrested** at his home on Friday.*
- if the agent is 'people in general'.
  *The road **is regarded** as one of the busiest in the city.*
- to avoid the use of 'you' in official notices.
  *Unsold tickets **must be returned** by 16th August.*

6 Passives 2

Reporting verbs

1 The infinitive or perfect infinitive with *to* can be used with certain verbs to give generalised opinions or facts. Verbs used in this way include: *allege*, *believe*, *consider*, *estimate*, *expect*, *know*, *report*, *say*, *think*, *understand*, as well as *be rumoured* and *be reputed*.

*She **is expected to make** a statement later today.*

*A million people **were estimated to have taken part** in the demonstration.*

Have/Get

2 *have* + object + past participle can be used to show that the subject arranges for the action to be done by someone else. *Get* is a more informal alternative to *have*. Compare:

I'm going to develop the photos myself.

*I'm going to **have/get the photos developed** at the shop on the corner.*

The same structure can be used for events which are outside the speaker's control.

*I **had** my passport **stolen** on holiday.*

3 *get* can also be used as an informal alternative to *be* in passive sentences.

*We **got knocked out** of the Cup in the first round.*

It is commonly used with the following past participles: *burnt*, *caught*, *dressed*, *hurt*, *involved*, *left*, *lost*, *stuck*

*She **got caught** shoplifting.*

6 Passives 1

1 Complete the sentences with an appropriate form of the verb in brackets.

1 J.K. Rowling is famous for writing a series of books about Harry Potter. The stories, which _____ (*translate*) into more than 50 different languages, _____ (*read*) by children and adults all over the world.

2 And now we come to a series of paintings of water lilies. These masterpieces _____ all _____ (*paint*) at the end of the 19th century by Claude Monet, the artist who _____ generally _____ (*regard*) today as the leader of the Impressionist movement.

3 Olivia Colman's portrayal of Queen Elizabeth in the third series of *The Crown* _____ (*meet*) with critical acclaim. Perhaps less of the series should _____ (*devote*) to politics, but it was fascinating to see the monarch _____ (*play*) by this talented and versatile actor at the top of her game.

2 Complete the second sentence so that it has a similar meaning to the first. Only use an agent when necessary.

1 The league has suspended Jacobson for the next two matches.
Jacobson _____.

2 You must submit your assignment by the end of the week.
Your assignment has _____.

3 My parents raised me to treat other people with respect.
I _____.

4 The researchers plan to use the device to measure brain activity.
The device _____.

5 It's a good idea to get a proper mechanic to fix your car.
You should _____.

6 You can't force people to change their opinions.
Nobody _____.

7 It would have been better if the company had offered Williams more compensation.
Williams should _____.

Go back to page 86.

6 Passives 2

1 Complete the sentences with a suitable phrase with *have* or *get*. There are two examples.

0 Hurry up or you'll _____ *get left* _____ behind!

00 I go to a reflexologist every month _____ *to have my feet* _____ massaged.

1 This is the first time I _____ cleaned since I bought it for our wedding.

2 They've got a map and a compass, so they're hardly likely _____.

3 I do wish you _____ tested – I really think you need glasses, you know.

4 I'm seriously thinking _____ pierced.

5 He _____ writing graffiti on the bus and they fined him £50.

6 We ought _____ serviced – the engine's making all sorts of funny noises.

7 We _____ broken into at the weekend. They took the computer, TV – everything.

8 I think you _____ cut before your interview.

2 Complete the second sentence so that it has a similar meaning to the first sentence.

0 Everyone knows she is a close friend of the prime minister.
She _____ *is known to be a close friend of the prime minister* _____.

1 It is understood that the company is planning a takeover bid for its rival.
The company _____.

2 Police say the offences took place on Monday.
The offences _____.

3 It is believed that the injured motorcyclist was travelling at over 100 mph.
The injured _____.

4 Experts thought that infected chickens were responsible for the outbreak of flu.
Infected chickens _____.

5 They alleged she had lied in order to protect her boyfriend.
She _____.

6 There is a rumour that the couple are on the verge of splitting up.
The couple _____.

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7 Reported speech

Changes

Some words and features of grammar used in direct speech may have to be changed in reported speech.

1 Tense changes

- Present tenses change to past; present perfect and past tenses change to past perfect.

'I'm having a great time,' said Paul.

*Paul said he **was having** a great time.*

'I've never ridden a horse,' said Clare.

*Clare said she **had** never **ridden** a horse.*

'We were trying to phone you,' she said.

*She said they **had been trying** to phone us.*

- The modal verbs *will*, *must*, *may* and *can* change to *would*, *had to*, *might* and *could*.

Would, *might*, *could*, *should* and *ought to* do not change, nor does *must* when it is used for deductions.

'It must be done by tomorrow,' she said.

*She told me it **had to be done** by the following day.*

'It must be raining,' she said.

*She said it **must be raining**.*

2 Other changes

Pronouns and certain words indicating time and place may have to change when we use reported speech.

*'**I** saw **you here yesterday**,' said Alan.*

*Alan said **he** had seen **me there the day before**.*

3 Tense changes are not necessary:

- if the statement being reported is still true.

'I intend to retire next year,' he said.

He told me he intends to retire next year.

if the reporting verb is in the present or present perfect.

'We are going to get married.'

They have announced that they are going to get married.

'I never tell lies.'

She says she never tells lies.

4 When questions are reported:

- auxiliary verbs *do*, *does* and *did* are not used.
- the word order is the same as for statements.
- *yes*/*no* questions are reported with *if* or *whether*.

question marks are not used.

'Where's Paul?' *He asked where Paul is/was.*

'Did you enjoy it?' *She asked if I (had) enjoyed it.*

Verb patterns

Several different verb patterns can be used in reported speech. Some reporting verbs can be used with more than one verb pattern. For example:

He asked to leave.

He asked them to leave.

He asked that they should leave. (formal)

5 verb + *that* clause

e.g. *add*, *admit*, *announce*, *assure*, *claim*, *complain*, *concede*, *conclude*, *confirm*, *emphasise*, *estimate*, *explain*, *mention*, *point out*, *predict*, *reassure*, *remark*, *remind*, *repeat*, *say*, *state*, *stress*, *tell*, *warn*

Note that *assure*, *reassure*, *remind* and *tell* are followed by an object.

*Critics **predicted that the film would be** a success.*

*My daughter **reminded me that I had promised** to take her to the zoo on her birthday.*

6 verb + *(that) sb (should) do sth / sth (should) happen*

e.g. *advise*, *agree*, *ask*, *demand*, *insist*, *propose*, *recommend*, *request*, *suggest*

*They **demanded that** he **should resign**.*

*We **suggested he apply** for the job.*

7 verb + infinitive with *to*

e.g. *agree*, *ask*, *claim*, *demand*, *offer*, *promise*, *refuse*, *threaten*

*He **claimed to be** an expert on ghosts.*

8 verb + object + infinitive with *to*

e.g. *advise*, *ask*, *beg*, *convince*, *encourage*, *forbid*, *instruct*, *invite*, *order*, *persuade*, *recommend*, *remind*, *tell*, *urge*, *warn*

*She **urged him not to** get involved.*

9 verb + gerund

e.g. *admit*, *advise*, *deny*, *recommend*, *regret*, *suggest*

*He **denied taking/having taken** the money.*

10 verb + preposition + gerund

e.g. *advise*, *argue*, *protest*, *warn* ***against***

apologise, *blame*, *forgive*, *praise*, *tell off*, *thank* ***for***

discourage, *dissuade* ***from***

accuse, *speak* ***of***

congratulate, *insist* ***on***

admit, *confess*, *consent*, *object* ***to***

*She **admitted to feeling** rather nervous.*

*He **told me off for singing**!*

*I **insisted on his/him wearing** a suit.*

11 Some reporting verbs can be used in the passive after *it*. This structure can be used if the speaker does not wish to take responsibility for a statement or is reporting the views of others. Verbs include: *announce*, *believe*, *claim*, *confirm*, *estimate*, *rumour*, *suggest* and *think*.

***It is thought that** she may have left the country.*

***It has been suggested that** the minister took bribes.*

7 Reported speech

1 Read the first sentence, in direct speech, and then complete the second sentence, which reports it. Use the reporting verbs in the box. Do not write more than two words in each gap. There is an example (0).

admitted announced ~~conceded~~ concluded pointed out predicted reminded ~~repeated~~ stressed warned

0 'Yes, I do accept the situation is critical, but let me say once again that we are doing our best to find a solution.'
The prime minister *conceded* that the situation *was* critical, but *repeated* that the government *was doing* its best to find a solution.

1 'Yes, I did sell the stolen paintings, but I would like to mention that I have given all the proceeds to charity.'
The defendant _____ that she _____ the stolen paintings, but _____ to the court that she _____ all the proceeds to charity.

2 'I think there'll be more than 250,000 taking part in the protest. There might be some violent activists – so be careful!'
The police chief _____ that there _____ over 250,000 taking part in the protest. He _____ his officers that there _____ some violent activists and urged them to be careful.

3 'The result of all this is that we must increase profits. Remember – if we don't, the company will go bankrupt.'
The managing director _____ that they _____ increase profits and _____ the board that if they _____, the company _____ bankrupt.

4 'I'd just like to tell everyone that I intend to resign at the end of this season. I should emphasise that I have not been asked to leave.'
The manager has _____ that he _____ to resign at the end of this season. He _____ that he _____ been asked to leave.

2 **Cross out the two options which cannot be used to complete each sentence. There is an example at the beginning (0).**

0 The doctor *reassured* / ~~*explained*~~ / *promised* / ~~*mentioned*~~ her that the medicine would have no serious side-effects.
1 She *invited* / *refused* / *offered* / *asked* me to go on holiday with her.
2 David *denied* / *admitted* / *confessed* / *claimed* to being a little nervous before the interview.
3 We were *accused* / *blamed* / *told off* / *complained* for causing the disruption.
4 My mother *persuaded* / *encouraged* / *insisted* / *requested* I go with her to the hospital.
5 Several people have *commented* / *complimented* / *remarked* / *congratulated* on Priya's new look.
6 Zoe's beautician *advised* / *suggested* / *argued* / *warned* her against having further cosmetic surgery.
7 We tried to *dissuade* / *discourage* / *urge* / *convince* Zoe from going through with it, as well.
8 It has been *told* / *assured* / *announced* / *confirmed* that the concert will go ahead as planned.

3 **Rewrite each sentence in two different ways. In each gap you should write between two and four words.**

1 'I'll cut you out of my will if you marry George,' he told his daughter.
a He said that _____ his daughter out of his will if she married George.
b He threatened _____ his daughter out of his will if she married George.

2 'I've always loved you,' he told her.
a He said that _____ her.
b He confessed to _____ her.

3 'It wasn't me who stole it,' she insisted.
a She insisted that she _____.
b She denied _____.

4 There's a rumour they paid her over $20 million for her part in the film.
a It is rumoured that she _____ over $20 million for her part in the film.
b She is rumoured _____ over $20 million for her part in the film.

5 'Can you take my name off the list?' he asked her.
a He asked her if _____ his name off the list.
b He requested that _____ be included on the list.

6 'Aliens abducted me,' he told journalists.
a He assured journalists that he _____ by aliens.
b He claimed to _____ by aliens.

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8 Determiners and pronouns

Determiners

1 The following words are determiners: they come **before nouns** and can be used to indicate which thing(s) you are referring to, or to talk about quantities and amounts.

all, *another*, *any*, *both*, *each*, *either*, *enough*, *every*, *(a) few*, *fewer*, *less*, *a lot of*, *(a) little*, *many*, *more*, *most*, *much*, *neither*, *no*, *one*, *other*, *several*, *some*, *this*, *that*, *these*, *those*

2 Determiners can be used:

- before singular countable nouns.

  e.g. *another*, *any*, *each*, *either*, *every*, *neither*, *no*, *one*, *some*, *this*, *that*

  *Can I have **another** sandwich, please?*

  Either and *neither* are used to talk about two things. *Each* is used to talk about two or more things; *every* is only used to talk about more than two. All four determiners are followed by a singular verb.

  *It's an exciting final, which **neither player** deserves to lose.*

  ***Each/Every** song sounds the same.*

- before plural nouns.

  e.g. *all*, *any*, *both*, *enough*, *(a) few*, *fewer*, *a lot of*, *many*, *more*, *most*, *no*, *other*, *several*, *some*, *these*, *those*

  *We haven't got **enough** eggs to make an omelette.*

  Few means 'not many' or 'not as many as desired or expected'. *Very* can be used before *few* to emphasise it.

  *There are **very few** apples left. We need to buy some.*

  A few means 'some' or 'more than expected'.

  Quite can be used with *a few* to mean *a fairly large number*.

  *We've still got **a few** eggs – enough to make an omelette.*

  *We've got **quite a few** plums – we need to eat them before they go rotten.*

- before uncountable nouns.

  e.g. *all*, *any*, *enough*, *less*, *(a) little*, *a lot of*, *more*, *most*, *much*, *no*, *some*, *this*, *that*

  *He's nearly bald – he's got **very little** hair left.*

  Some can be used to mean 'approximately' or 'a large amount':

  *I was waiting for **some two hours** – that's quite **some time**.*

3 Sometimes more than one determiner can be used before a noun.

every few/five days *every other week*
another few drinks *no other town/books*
many more/other ways *these few examples*

Pronouns

1 Most of the determiners mentioned can also be used as pronouns. Pronouns are used **instead of nouns**. *Every*, *no* and *other* cannot be used as pronouns: *each* is used instead of *every*, *none* instead of *no*, and *others* instead of *other*. *A lot of* becomes *a lot* as a pronoun.

*Bad reviews are better than **no** reviews. (determiner)*

*Bad reviews are better than **none**. (pronoun)*

2 Pronouns can be used:

- on their own.

  *'Would you like sugar on it?' 'Just **a little**.'*

  *'Do you prefer tea or coffee?' 'I don't like **either**.'*

  One another and *each other* are used as objects of verbs.

  Rob and Alice loved one another/each other.

  (Rob loved Alice and Alice loved Rob.)

- with *of* + pronoun.

  *They've got two boys – **both of them** are blond.*

- with *of* + *the*, *this*, *that*, *these*, *those*, *my*, *your*, etc + noun

  *Try **some of my** homemade jam.*

  ***Neither of these** books is mine.*

  of is optional with *all* and *both* before a noun

  ***All (of) my clothes/Both (of) my socks** are wet.*

- after a determiner.

  There are no others. I've got a few more. Look at this one.

  Try each one. Would you like any more?

  All and *both* can also be used:

- after a noun or pronoun.

  *My parents **both** work at home.*

  *Jazz, pop, rock ... I listen to them **all**.*

- after a modal or auxiliary verb.

  *We've **all/both** seen that film.*

8 Determiners and pronouns

1 Each of the paragraphs 1–4 contains two mistakes in the use of pronouns and determiners. Find the mistakes and correct them. You will need to change the pronoun or determiner, or one of the words which follows.

any *was*

0 I tried on no fewer than ten coats, and didn't buy either of them. Each one were either too long or too short and none of them would have been suitable for work.

1 Every other years I meet up with a few of my old school friends. All of us are married with children now and we have very little free time, but we do our best to keep in touch with each another.

2 This is one of the few cafés where you can still have a quiet drink. There are quite a few others I enjoy going to, but most of they play loud music and neither is very welcoming.

3 Alan's been working at Crabtree's for some 30 years, and there's all likelihood he'll be there for another 20. Most people in his profession change company every five years or so, but he has none intention of moving on.

4 Both of my daughters use the computer, but they're each restricted to an hour a day for gaming on it. Several of my friends' children, on another hand, spend as most as 20 hours a week playing games on theirs.

2 Choose one word from the box to complete the common expressions in bold.

all any each either every few little lot most none one

1 We've got **an awful** _____ to do and **precious** _____ time to do it in, so let's get started now!
2 The service in the restaurant is first class and the quality of the food **second to** _____.
3 He gave five concerts in London and I went to _____ **single one** of them.
4 You can get there by bus or train. _____ **way**, it'll cost you a lot of money.
5 _____ **too often** students fail to read the instructions properly, and **few, if** _____, get full marks.
6 We had to queue **a good** _____ hours to get the tickets, but we **made the** _____ **of** our time, reading, talking and playing cards.
7 She turned the pages _____ **by one**, carefully studying the information on each one.
8 I'd like to thank _____ **and every one** of you for all your hard work.

Go back to page 121.

8 Future forms

Talking about the future

1 *will* and *going to* can be used to make predictions.
*I don't think **I'll be/I'm going to be** well enough to work.*

2 *going to* also describes intentions or plans.
*I'**m going to work** really hard this year.*

3 The present continuous describes fixed arrangements.
*I'**m having** lunch with Ryan tomorrow.*

4 Modal verbs express different degrees of uncertainty about the future.
*Jazmin **should be** here soon. (probability)*
*We **might have** a party next week. (possibility)*
may/might/could well + infinitive without *to* expresses probability.
*We **might well be moving** in the next few weeks.*

5 Verbs of thinking, such as *believe*, *doubt*, *expect* and *think*, are followed by *will* when referring to the future. *Hope* can also be followed by a present tense.
*I **expect I'll lose** again – I always do.*
*I **hope they (will) keep** in touch with us.*

6 *be (un)likely to* + infinitive expresses probability.
*The situation **is likely to get** worse.*

7 *be bound to* + infinitive expresses certainty.
*It's a ridiculous plan and it'**s bound to fail**.*

8 *be (just) about to* + infinitive / *be on the point of* + gerund can be used to talk about the immediate future.
*I'll call you back – I'**m just about to go** into a meeting.*

9 *be due to* + infinitive refers to scheduled times.
*The new supermarket **is due to open** in April.*

10 The present simple also refers to scheduled times.
*Hurry up! The bus **leaves** in ten minutes.*

11 *be* + *to* + infinitive to talk about arrangements.
*Next year's tournament **is to be held** in Frankfurt.*

12 The future continuous is used:
- to talk about actions or events which will be in progress at a certain time in the future.
  *Don't call at 8 – I'**ll be watching** the match then.*
- to talk about a future action that will happen because it is regular or decided. It can be used to ask about someone's plans politely.
  *I'**ll be seeing** Joe later – I'll give this to him then.*
  ***Will you be coming** out with us tomorrow night?*

13 The future perfect is used to talk about actions and events which will be completed by, or which continue until, a certain time in the future.
*I think we'**ll have finished** the job by Friday.*
*Next month I'**ll have been working** here for ten years.*

Will and *would*

1 *Will* and *would* can be used to express:
- present and past habits. This use is not possible with stative verbs (e.g. *be*, *know*, *like*).
  *She **will** often **fall** asleep in front of the television.*
  *He **would** always **read** us a story at bedtime.*
- typical annoying behaviour.
  *He **will keep interrupting** when I'm talking.*
  *I **would get a cold** now, just as the holiday is starting!*

2 *Will* can be used to express assumptions.
*'There's someone at the door.' 'That'**ll be** Lydia.'*

9 Creating emphasis

If we want to give particular importance to a person, a thing or a clause in a sentence, we can use these structures: *It is/was ... that ...* or *What ... is/was ...* In each case, the underlined part of the sentence is being emphasised.

***It was** Liam's incredible sense of humour **that** first attracted me to him.*

***What** I find strange **is** (the fact) that he never talks about his father.*

1 *It is/was ... that ...* can be used:
- with *(only) when*, *while* or *not until* to emphasise a (period of) time.
  ***It wasn't until** he took off his hat **that** I recognised him.*
- with *because* to emphasise reasons.
  ***It's because** I'm a chef **that** people never invite me to dinner.*
- to emphasise prepositional phrases.
  ***It was on the radio that** I first heard the news.*
- to emphasise a thing or a person.
  ***It was** Gary **who/that** broke the chair.*

Modal verbs can be used instead of *is* and *was*.
***It might have been** the fish **that** made me feel ill.*

2 *What ... is/was ...* can be used to emphasise:
- a noun.
  ***What** I most wanted to see **was** the Mona Lisa.*
- an action or series of actions.
  ***What** you do then **is (to)** add the flour and stir it in thoroughly.*

All can be used instead of *What* to mean '*the only thing that*'.
***All** I really want **is** a little house in the countryside.*

8 Future forms

1 Decide which answer (A, B, C or D) best fits each gap.

1 I hear that Kwame and Julie are ___ to start a family soon.
A projecting B considering C hoping D assuring

2 I ___ they'll accept the offer, but it's worth a try.
A suspect B hope C doubt D expect

3 I'm just ___ to go out. Can I call you back later?
A close B about C almost D soon

4 The company has announced that all employees ___ to receive a bonus next year.
A are B will C were D should

5 She's off sick today, but she may ___ be back at work tomorrow.
A probably B likely C doubtless D well

6 Come round at 2 pm. We should ___ our lunch by then.
A be finished B have to finish C have finished D have been finishing

7 Building work is ___ to start next month, but I wouldn't be surprised if there was a delay.
A due B thought C bound D expecting

8 No-one else thinks I'll win, but I'm pretty ___ of success myself.
A definite B confident C assured D positive

2 Complete the email with the most suitable future form.

Hi Ula and Saulius

We are so looking forward to coming to Poland. **(1)** *It'll be / It's going to be* great to see you again.

We **(2)** *are leaving / are going to leave* for Dubai on Sunday with Emirates. I hope there won't be any problem with the connecting flight to Warsaw, although Joe reckons something is **(3)** *due / bound* to go wrong. Anyway, we will **(4)** *have spent / be spending* a few hours there, so I expect we **(5)** *are / will be able to* do a little shopping. Unless there's a delay, our flight **(6)** *should / could* arrive in Poland on Monday afternoon. Will you **(7)** *work / be working* when we arrive? If not, is there any chance you could pick us up? We **(8)** *can / could* well be exhausted after our travels. I hope Isla will sleep on the plane, but I'm afraid she's one of those babies **(9)** *that'll stay / that is staying* wide awake for the entire journey!

Anyway, I think Isla is **(10)** *on the point of / just about to* start crying, so I'd better go and feed her.

Bye for now

Belinda

Go back to page 124.

9 Creating emphasis

Rewrite the sentences, emphasising the part of the sentence which has been underlined. There is an example at the beginning (0).

0 I find it amazing that he can't even fry an egg.
What *I find amazing is that he can't even fry an egg*.

1 How old is she? That's what I'd like to know.
What _____.

2 He lost his job, so he started up his own business.
He lost his job, so what he _____.

3 What I enjoyed most about the film was the music.
It _____.

4 They got married in June, not July.
It _____.

5 I didn't recognise him until he took his hat off.
It was only _____.

6 I only found out she'd moved when I spoke to Jerry.
It wasn't _____.

7 I don't know what that noise is. I just switched it on, that's all.
All _____.

8 He thinks about his precious car and nothing else.
All _____.

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10 Participle clauses

Participle clauses are clauses which begin with a present or past participle. They help to express ideas concisely, and add variety to written English.

1 Participle clauses can be used:

- instead of relative clauses.

  *I recognise that man **standing** over there*

- instead of certain conjunctions:

  because/so

  ***Not wishing** to offend my host, I ate everything on my plate.*

  as/while

  ***Looking** out of the window last night, I saw a shooting star.*

  when/once/after

  ***Having worked out** how much you can afford to pay for your computer, you need to decide on the model.*

  and

  *He fell off the ladder, **breaking** a leg and three ribs.*

  if

  ***Cooked** in their skins, potatoes retain most of their nutrients.*

- after the objects of the following verbs: *see*, *hear*, *watch*, *notice*, *feel* and *find*.

  *I could **hear something moving** in the bushes.*

2 Note that:

- Stative verbs (e.g. *be*, *want*, *know*) are not normally used in continuous tenses, but the *-ing* form can be used in participle clauses.

  ***Being** a very shy person, I never enjoy going to parties.*

- The subject of a participle clause is usually the same as the subject of the main clause.

  ***Working** as a waitress, **I** have all my meals in the restaurant.*

  However, it is possible to have a participle clause with a different subject.

  ***Having been damaged** by vandals, **Helen** had to walk rather than go on her bicycle.*

- *with* is sometimes used to introduce a different subject.

  ***With both my parents working** all day, **I** have to cook my own lunch.*

10 Noun phrases

1 **Noun + noun** is used when referring to what things are made of, products from dead animals, containers, duration, things that occur regularly.

a silver spoon *a lamb chop* *a water bottle* *a five-hour delay* *the evening shift*

It is also used in compound nouns. The two nouns describe a single idea.

a shop window *a door handle* *a fire engine*

2 **Noun + *'s/s'* + noun** is used when referring to:

- possession by a particular person or animal. An adjective can be placed between the two nouns.

  Sofia's (new) bicycle

- something used by people or animals in general, products from living animals, things that occurred at a specific time, body parts, duration, an action done to or by a particular person.

  kid's shoes *goat's milk* *yesterday's storm* *the dog's tail* *a day's work* *Mr Smith's resignation*

The 'noun *of* noun' structure is preferred if the modifying noun is a long phrase.

the resignation of several members of the committee

3 **Noun + preposition + noun** is used:

- for containers and their contents.

  a bottle of water *a cup of tea* *a tin of biscuits*

- with words like *top*, *bottom*, *side*, *edge*, *back*, *front*, *beginning*, *middle* and *end* to indicate a part of something.

  the top of the picture *the back of the book* *the middle of the week*

There are a number of exceptions, e.g. *a mountain top*, *the day's end*, *the water's edge*.

- to describe the characteristics of a person or thing.

  a man of average build *a place of great beauty*

- in a large number of collocations or where no commonly accepted compound noun exists.

  a source of inspiration *the roof of the house*

10 Participle clauses

1 Sentences 1–6 contain participle clauses. Rewrite each one using conjunctions or relative pronouns instead.

0 Not wanting to wake anyone up, she took her shoes off and tiptoed.
She didn't want to wake anyone up, so she took her shoes off and tiptoed.

1 Having won the silver medal in the 100 metres, he went on to take gold in the 200 metres and long jump.

_____

2 The model appearing in their advert is wearing shoes made of recycled plastic.

_____

3 Eaten as part of a balanced diet, almonds are thought to protect against heart disease.

_____

4 Wrapped in a blanket and looking tired after his ordeal, Mr Brown was full of praise for the rescue services.

_____

5 Reaching for the sugar, he knocked over his cup, spilling coffee over her new dress.

_____

6 Having never been abroad before, Connell was feeling a little on edge.

_____

2 Combine the following pairs of sentences using participle clauses.

0 Sheffield FC was founded in 1857. This makes it the oldest football club in the world.
Sheffield FC was founded in 1857, making it the oldest football club in the world.

1 *Lord of the Rings: Return of the King* won 11 Oscars. It equalled the record.
2 We finally discovered where the leak was. We called in a plumber.
3 The school now has 1254 students. This represents a 6 per cent increase on last year's figure.
4 Part of the stadium roof collapsed. It injured six spectators.
5 I am not a parent. I can take my holidays whenever I like.
6 The team has had a disastrous season so far. It has won only three of its last sixteen games.
7 Our parents went away for the weekend. My brother and I had a party.
8 I was walking home from school yesterday. I bumped into Alex.

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10 Noun phrases

In 1–10 below, decide which of the two underlined noun phrases is in the wrong form and correct it. There is an example at the beginning (0).

0 a The boss's leg is still in plaster.
b He tripped over ~~the chair's leg~~. *the chair leg*

1 a We drank several cups of coffee during the meeting.
b We ate nearly half a jam jar at breakfast this morning.

2 a Shall we have chicken's soup for lunch?
b This skirt is made of pure lamb's wool.

3 a I caught my jumper on the door handle.
b They've kicked the ball onto our house roof.

4 a I read it in last Sunday's newspaper.
b I always buy a Sunday's newspaper.

5 a I get four weeks' holiday a year.
b I'm going on a three days course on marketing.

6 a There's a lovely dress in that window of shop.
b I asked him what his source of inspiration had been.

7 a The restaurant is perched high on a mountain top.
b Write your name at the page top.

8 a Management has announced a member of staff from the catering department's dismissal.
b Management offered no explanation for the employee's dismissal.

9 a The town hall is a large brick construction from the 20s.
b Police are looking for an average height man in his 20s.

10 a Have you seen her children's new clothes? They won't thank her for buying those.
b We'll have some children's new clothes in stock after the January sales.

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11 Inversion

Certain adverbs and adverbial phrases with a negative or restrictive meaning can be placed at the beginning of a sentence for emphasis. The position of the subject and verb is reversed, as in question forms. This occurs mainly in written English or more formal speech.

1 Where the main verb is used with an auxiliary verb, the position of the subject and auxiliary verb is reversed.

***Never again will I** lend money to Richard. (Inversion)*

Where no auxiliary verb is present, either *do*, *does* or *did* is inserted.

***Hardly ever did Joao** turn up on time for his lectures.*

2 Inversion is used:

after certain phrases with *not* and *only*.

***Not since** I was little **have I** enjoyed myself so much.*

***Not until** we got to my parents' **did we** realise we'd left the gift at home.*

***Not only did he** leave dirty footprints all over our carpet, **but** he **also** sat on my glasses.*

***Only when** I tell you **can you** put your books away.*

***Only then was I** made aware of the potential dangers.*

- after certain phrases with *no*.

***On no account must you** speak to other candidates.*

***Under no circumstances should the door** be left open.*

***In no way will we** give in to their demands.*

***At no time were you** in any danger.*

- after certain frequency adverbs.

***Rarely/Seldom/Never have I** seen such an ugly building.*

***Hardly ever is he** in his office when I phone.*

- with *No sooner ... than ...* and *Hardly/Barely/Scarcely ... when ...*

***No sooner had I** got into the shower **than** the phone rang.*

- after *Little*, meaning *not at all*

***Little did they realise** that their conversation was being recorded.*

12 Conjunctions and linking adverbials

Conjunctions

Conjunctions connect two clauses in the same sentence.

Reason, result and purpose

as, *because*, *in case*, *in order (not) to*, *otherwise*, *so*, *so as (not) to*, *so that*

in case and *so that* can be followed by the present simple to refer to the future.

*Take an umbrella **in case it rains** later on.*

*Wear gloves **so that you don't get** your hands dirty.*

Contrast and concession

although, *but*, *however*, *(even) though*, *whereas*, *while/whilst*

As a conjunction, *however* means 'no matter how'.

*You can decorate your room **however** you want.*

in spite of the fact that and *despite the fact that* can also connect two clauses.

*She laughed, **despite the fact that** he wasn't joking.*

Time

after, *as*, *as soon as*, *before*, *by the time*, *hardly*, *no sooner*, *once*, *since*, *then*, *until*, *when*, *whenever*, *while*

Many of these conjunctions are followed by a present tense or present perfect to refer to the future.

***Once** it **stops/has stopped** raining, we'll go out.*

Linking adverbials

Linking adverbials connect one sentence with another. They frequently appear at the beginning of a sentence, and are followed by a comma.

Reason and result

As a result, *Because of this*, *Consequently*, *For this reason*, *On account of this*, *Therefore*

*There's a power cut. **Consequently,** I can't do any work.*

Contrast and concession

All the same, *At the same time*, *By/In comparison*, *By/In contrast*, *Even so*, *However*, *In spite of/Despite this*, *Likewise*, *Nevertheless*, *On the contrary*, *On the other hand*, *Similarly*

On the contrary is used to introduce a positive statement which confirms a negative one.

*The lottery win did not bring happiness. **On the contrary,** it caused the breakup of his marriage.*

On the other hand introduces a point which contrasts with a previous one.

*It's a rather ugly city to live in. **On the other hand,** house prices here are very low.*

Time

After that/Afterwards, *Before that/Beforehand*, *By that time*, *Eventually*, *Ever since then*, *Finally*, *From that time on*, *Initially*, *In the end*, *In the meantime/Meanwhile*, *Until then*

*The bed's being delivered next week. **In the meantime,** I'm sleeping on the sofa.*

Addition

Additionally, *Besides (this)*, *Apart from this*, *As well as this*, *In addition to this*, *First of all*, *Secondly*, *Finally*, *Furthermore*, *Moreover*, *What is more*

*The campsite was dirty. **Furthermore,** the staff were rude.*

11 Inversion

1 Rewrite the sentences, beginning with the words given.

0 As soon as Sakkari had won the tournament, she announced her retirement.
No sooner *had Sakkari won the tournament than she announced her retirement*.

1 We only very rarely see a decent performance from this actor these days.
Only very rarely _____.

2 I have never seen such a terrible performance of Hamlet before.
Never before _____.

3 Bags must not be left unattended at any time.
At no time _____.

4 The identity of the murderer is not revealed until the very last page.
Not until _____.

5 They only realised the painting had been hung upside down when someone complained at reception.
Only when _____.

2 Rewrite sentences 1–5, beginning with the word in *italics*.

1 He would *never* play in front of a live audience again.

2 The government had *hardly* announced the decision when they reversed it.

3 You will not be allowed to enter the auditorium *under* any circumstances once the play has started.

4 She *not* only directed the film, but also had a cameo role.

5 Amy had *not* enjoyed herself so much since she went to the circus as a child.

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12 Conjunctions and linking adverbials

1 Complete the sentences with a linking adverbial from the box.

Reason and result

in case otherwise so that

1 You'd better go now, _____ you'll miss your bus.

2 Leave early _____ you don't miss your bus.

3 Take some money for a taxi _____ you miss your bus.

Contrast and concession

even though however whereas

4 He went to see the match, _____ he doesn't like cricket.

5 He went to see the match, _____ I watched it on TV.

6 _____ you look at it, cricket is a boring game.

2 Rewrite the sentences using the words given.

0 She wore dark glasses because she didn't want to be recognized. (so that)
She wore dark glasses so that she wouldn't be recognised.

1 I don't like boxing, but I still enjoyed the film *Ali*. (even)
_____

2 Two of their players were sent off, but they still won the game. (despite)
_____

3 If we don't phone her, she'll worry about us. (otherwise)
_____

4 It doesn't matter how I comb it, my hair always looks a mess! (however)
_____

5 You might want some more later, so I'll leave the plate there. (in case)
_____

6 We spoke very quietly because we didn't want to wake my dad up. (so as)

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12 Modal verbs: *Must, need, should* and *ought to*

Must

1 *must* and *have to*

must + infinitive is used to give orders or strong advice, or to tell oneself what is necessary. The authority comes from the speaker.

*All questions **must be answered**.*

*You really **must see** Leonardo Di Caprio's new film.*

*I **must remember** to get some bread.*

Although not a modal verb, *have to* + infinitive is also used to talk about obligations. The authority comes from someone other than the speaker.

*We **have to wear** a swimming cap in the indoor pool.*

2 *mustn't* and *don't have to*

mustn't expresses prohibition; don't have to expresses lack of obligation or necessity.

*You **mustn't touch** this, darling – it's very hot.*

*You **don't have to come** if you don't want to.*

3 *must have done* and *had to do*

must have + past participle is used to speculate about past situations; had to + infinitive expresses past obligation or necessity.

*Sean's late – he **must have got** stuck in a traffic jam.*

*The bus broke down so I **had to walk**.*

Should/Ought to

should and *ought to* + infinitive are used to give advice or express opinions about what is right and wrong. *should have* and *ought to have* + past participle can be used to criticise past actions, express regret or talk about things which were supposed to happen but didn't.

*You **shouldn't play** with matches – it's dangerous.*

*You really **shouldn't have shouted** at him like that.*

*We **ought to have asked** Cerys if she wanted to come.*

*Where's Remi? He **should have been** here ages ago.*

2 *should* and *ought* can also be used to talk about probability.

*If you leave now, you **should be/ought to be** there by midday.*

Need

1 *need* and *need to*

need + infinitive is not used in ordinary statements and is very rare in questions; *need to* + infinitive is much more common for expressing necessity.

*I **need to get** some new shoes. (not: I **need get** ... ✗)*

*What **do we need to take** with us?*

*My brother-in-law and his family stayed with us at Christmas. **Need I say** more?*

2 *needn't* and *don't need to*

Usually, there is no difference in meaning between *needn't* + infinitive and *don't need to* + infinitive: they both indicate a lack of obligation to do something.

However, *needn't* usually refers to immediate necessity and tends to be used to give permission not to do something; the authority comes from the speaker.

*You **needn't come** tomorrow if you don't want to.*

don't need to tends to indicate general necessity; the authority does not come from the speaker. *don't have to* can be used in the same way.

You don't need to/don't have to spend a fortune to keep fit.

3 *needn't have done* and *didn't need to do*

needn't have + past participle is used to talk about an action which was performed but which was unnecessary.

*You **needn't have bought** those batteries – we've got plenty in the drawer.*

didn't need to + infinitive is used to talk about an action which was unnecessary. It usually indicates that the subject did not perform the action.

*I **didn't need to spend** very long on my homework last night – it was quite easy.*

12 Modal verbs: *Must, need, should* and *ought to*

1 For questions 1–8 below, use the information in sentence a to complete sentence b, which is more formal. Choose from the words in the box.

forbidden obligatory ~~obligation~~ obliged permitted presumed recommended required supposed

0 a We don't have to give the money back.
b We are under no *obligation* to refund the money.

1 a You mustn't smoke anywhere in the building.
b Smoking is not _____ in any part of the building.

2 a They've been told they mustn't speak to the press.
b They have been _____ to speak to the press.

3 a You really should wear strong shoes.
b Sturdy footwear is strongly _____.

4 a You needn't pay until the course finishes.
b Payment is not _____ until the end of the course.

5 a Don't feel you have to give anything.
b You should not feel _____ to contribute.

6 a It should have got here a couple of weeks ago.
b It was _____ to arrive a fortnight ago.

7 a They think he must have left the country.
b He is _____ to have left the country.

8 a You must wear a seat belt.
b The wearing of seat belts is _____.

2 Complete the email using appropriate modal verbs. Use the context to decide whether the modal verb should take a present or past form.

Hi James

It's a shame you couldn't join us on the march yesterday. When it started raining in the morning, I was afraid we'd only get a small turnout, but actually, I **(1)** _____ worried. Loads of people attended. There **(2)** _____ about 3000 of us, at least. And it wasn't just students that were marching – there were families and couples, too. It was a long day, and I definitely **(3)** _____ taken more water because I was pretty dehydrated by the end of it – but hey, I survived!

I'm also thinking of going on the march planned for June 2nd. Mum says I **(4)** _____ mad, but I don't think she gets how important this issue is to me.

Anyway, I'll look through my photos of the march, and I **(5)** _____ able to send you some tomorrow. If you can upload them onto the college website – great. You **(6)** _____ label them – I think the images speak for themselves.

OK – hope to catch up soon.

Nick

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AUDIOSCRIPTS

1.1

M = Man W = Woman

I = Interviewer J = Jason

Extract 1

M: Well, obviously I was gutted that the home team didn't come out on top in the last game, but it wasn't altogether a surprise. There were three of them out there making their debut, and you could tell they were overawed by the occasion. Of *course* it was going to impact on the overall team performance. You can't put the blame on the coaching staff. Look at their track record. Giving the novices a chance was a very poor decision on the part of the manager, and it backfired.

W: I'm with you there. But look, what concerns me more are the rumours about the team's top two players.

M: Henderson and Torres? Yes, if it's true, they're set on offering their skills to the highest bidder. They've got no regard for their fans, apparently.

W: That's what it looks like, certainly from the outside. A shame, because between them, they've inspired a generation, no question. You have to wonder whether the newspapers are just stirring things up, but if these players *are* quitting and going overseas for the big bucks, that's extremely disappointing. That shouldn't be their primary motivation.

M: They wouldn't be the first go down that route.

Extract 2

I: Jason, can I ask why no-one from your group attended the awards ceremony?

J: Well, when we were nominated for the award, we were on tour, and the travelling had been fairly tough on us. I was just thinking, 'I need a break from this'. But sure, just for a moment, I guess we did get a kick out of it ... that people had voted for us. I mean, we were up for the same award as some really big names. Legends. But we've consistently used our music to attack capitalism, so how could we justify going to something sponsored by the corporate world?

I: The songs you write – what do they mean to people?

J: Well, the lyrics, I hope, will get *some* people thinking – maybe get them to look at life from a different angle. But do I think we can change society? We're not so egotistical as to think we can do that. Seriously, I'd rather we keep a low profile, and get on with making decent music people can connect with. Some groups might have a burning ambition to be on top – to get maximum publicity. If that's the way they want to go, good luck to them.

Extract 3

W: So Max, what did you do for the fundraising?

M: I signed up for a 40-hour fast.

W: What? 40 hours without any food? That sounds a bit tough.

M: You can have water. But to be honest, I only made it to 35, and then I had to call it quits, because, you know, I was absolutely starving and I was about to pass out. But no-one's giving me a hard time about it. And I think my sponsors might all pay up anyway. Next year, I'll definitely take up the challenge again and see it through to the end. I don't really see it as a failure – more like a practice run. Anyway, what about you?

W: I gave up my phone for 40 hours.

M: Your phone? That's hardly an ordeal. You're supposed to give up something essential.

W: Look, I raised over €100. And every little helps. It was just as hard for me to do without my phone as it was for you to give up food – and at least I managed to go the distance. I suppose I did have access to my tablet – but that's beside the point.

2.1

Hi. My name's Lewis Rowe, and I hope I can give you some idea about what it's like to work as a volunteer at the Childhood Museum.

One of my favourite activities in the museum is the 19th century classroom. They've built a whole room with a chalk board and old-fashioned desks – and kids can sit there and take part in a lesson. One thing you can do to engage them – because, you know, it's hard to get kids to sit still for long – is to get them to shout out what dress regulations they think teachers from that period had to follow. And then you explain, yeah, female teachers had to wear ankle-length skirts, no bright colours, that sort of thing. Actually, a teacher's life was incredibly hard in those days; employment contracts demanded they had to clean the classroom themselves, go to church, not be seen in the company of the opposite sex ... but we avoid going into that kind of thing.

The other thing you can do in the classroom is hand out a piece of paper and pen to each child and get them to copy the alphabet off the board. Of course, the shapes of the letters have really changed over time – they used to be very ... er ... elegant. Once you've had a go at that, do your signature on the board, and ask the kids to do the same. Of course, in the old days, this was the traditional way to finish any kind of communication. But I guess now, it's becoming more obsolete and many kids may be trying it for the first time.

Of course, being a museum of childhood, it's packed full of things that kids want to play with – and some of those things are more fragile than others. All the wooden toys are pretty solid and will survive a bit of rough handling. It's more the board games that you've got to look out for. They tend to fall apart quite easily. And the old-fashioned building blocks end up everywhere and take ages to put back in the box – but someone's got to do it!

One piece of equipment you might want to think about taking is earplugs. It's actually encouraged by management if you happen to be in charge of the instruments for your shift. Visitors are allowed not only to pick them up, but they can also have a go at using them. There's a load of 1980s video games in the next room along – and they're nowhere near as loud.

Volunteers sometimes get to help out in the kitchen from the 1950s. There's usually a cooking demonstration, and then kids are invited to sit down and try the food. The thing is, you also have to tell them about the table manners from that time, something I knew nothing about when I started! But there's a whole age range of volunteers at the museum – and two of the older ladies were happy to reminisce about their experience. I guess that's one of the interesting things about working there – the mix of generations.

I've been volunteering there for the last six months, and I'd definitely recommend it. They don't just take anyone, though – you have to be selected at an interview.

So how do you make a good impression during an interview? Well, volunteers mainly deal with the public – that's interacting with young kids, chatting with their parents and grandparents – and then there are the tour groups. So, take the opportunity to show off your communication skills if you want to stand out. A bit of technical knowledge might come in handy later on, for maintaining the museum's audio-visual equipment, but I think that's something the interviewer will take for granted – certainly with young volunteers.

If you don't have any previous experience, don't let that put you off. It's your attitude that the interviewer's going to be focusing on. They can tell when someone's genuinely curious about social history, and that's what counts. It means you'll be willing to learn as you do the job. I think people assume you need a background in archaeology or the arts to work at the museum, but for volunteers, that wouldn't ever be the case.

Now, if you're taken on as a volunteer, the museum will provide you with everything you need for the job. It goes without saying that the training sessions are essential. You'll also get paired up with someone senior for the first few weeks. And you'll be expected to wear a uniform, and I'm happy to report that it's actually quite reasonable – just black and white, nothing too offensive. Take care of it, because you'll only be given the one.

So, any questions, anyone ...?

2.2

Speaker 1

As much as I don't like to admit it, splitting up with my husband was a mistake. We'd got married when we were very young, and everyone said we'd rushed into it. But actually, for the first few years, we were really good together. Then, as our money worries began to pile up, so did the friction between us. It was a tough decision to make, but I thought we'd be better off apart because, you know, in that way we could still remain friends. Now I think that people with problems like ours should try and take a more detached approach. You're going to regret it if you act in the heat of the moment.

Speaker 2

I was a no-hoper at school, see. No-one had heard of dyslexia in those days, and my teachers basically gave up on me. It was always, 'You'll end up in a terrible job,' and I did. All I'd say to young people now is – self-doubt is your worst enemy, so if you're struggling to choose the right path for yourself, go with your gut feeling. For me, it wasn't until I hit my thirties that I finally found

the courage to apply to do an engineering degree. Choosing to go back into education wasn't easy, and I suspect I almost did it out of spite, like I was driven by wanting to escape the fate that had been predicted for me.

Speaker 3

I'd always hoped to do voluntary work overseas, ever since I qualified as a nurse, but the time was never right. Then one day, an old acquaintance got in touch and asked if I could help set up a clinic for a tiny island community. Initially, I was like 'my dream's come true'. And then I went into a right panic, and thought, 'Am I capable of doing this?' It was stressing me out, not being able to make up my mind. In the end, it was a colleague who convinced me to go. Sometimes it's good to get the opinion of someone like that. When they've worked alongside you, they can see things in you which you can't see yourself.

Speaker 4

When my cousin Sue suggested we take over a café franchise together, it took me a long time to commit to the idea. It was certainly appealing, but the potential risks were putting me off. Especially when you're considering setting up a company with a family member or relative, you need a very clear business plan, and that's where an independent financial advisor comes in. Once that plan had been laid out for us, I felt happier about going ahead with the café. That actually meant giving up a secure job, but I'd felt stuck in a rut for a long time and I was looking for a way out. Thanks to Sue, I found it.

Speaker 5

Never make a life-changing decision unless you have all the facts. It can be time-consuming, but you've got to sift through a heap of articles, find out what you need to know, and then make the right choice for yourself. In my case, I was feeling lethargic every day and, for a lawyer, you really can't afford to slow down. That's not fair on your clients. Plus the senior partners will be less than impressed with your performance. So, eventually, I opted to cut processed food out of my diet as a way of boosting my energy levels, even though I knew it would be quite the challenge!

3.1

I = Interviewer M = Moya
D = David

I: My guests today are Moya Cutts and David Wallace, two meteorologists who have worked in Antarctica. Welcome.

M: Hello.

D: Hi.

I: It can't be easy living in Antarctica. What kept you motivated, Moya?

M: Well look, who wouldn't grab the chance to see Antarctica for themselves? The environment's so stunning and pristine. You've got the penguins and the albatross! If you look at our website later, you'll see some great photos. Generally, visitors aren't allowed near protected species, so we're privileged to be able to see them. Sure, the winters can seem long, but if you feel down, the team'll support you. And we're all trying to achieve the same thing – to produce good science. I was always thinking there's more we can accomplish as a group. That's what drove me. It's a challenge, of course. You're in constant darkness for a good part of the winter. And if the snowstorms are bad, you stay inside.

I: With the recruitment process, is there a standardised way to see whether you have the right aptitude for the job?

M: A psychometric assessment? Not that I'm aware of. Generally, you go in front of a panel of interviewers and have a long chat. It's nerve-wracking at first, but they've all been through the challenges of Antarctica themselves, so they can judge how well people are going to do, and so that approach works. It's just really important to know what's lying ahead of you.

D: Actually, at my interview, I thought I was applying for a 16-month stretch, but at the end they said, 'We'd like you to go for 34.' I was not expecting that! But they obviously believed I'd be up to the task, and definitely all those questions give both sides the information they need. Plus, I firmly believe that if you don't seize an opportunity, you end up regretting it. So, yes, that was that.

I: And David, how did you deal with months on end of darkness?

D: You get yourself into a routine pretty fast. When you first get there, there are lots of activities to take part in. Like, you make presents for each other on Midwinter's Day, or do the best you can. You're pretty much confined to the station by that point, as the outside temperature is minus 50 to 60 degrees. That's when you think, 'Can I get through this?' And the other ten people at the station are all thinking the same. Sometimes just the sound of someone walking down the hall will tell you whether they need to be left alone or whether they need company and a cup of tea. You just have to figure out how to get on with everyone. You go, 'OK, now I can put up with anything.' I guess it's something that changes you. You won't still be that same person your friends and family used to know.

I: So after that, how do you return to normal society?

D: It's rather like culture shock. I spent all that time with just ten people, and you have to pull your weight – not just with your specific job, but with the demands of communal living. So when I returned to London, I sort of expected everyone to be friendly and helpful – which they weren't. I'd happily start a conversation with anyone I'd meet. A few times, in a café, I found myself taking plates back to the kitchen. I'd have to remind myself that wasn't expected any more.

I: And Moya, what about the research you were doing? You were in charge of the weather balloon, I believe.

M: That's right. I spent a lot of time looking into the sky. It's perfect because there's no light pollution to interfere with observations. And now I can identify every possible cloud type there is. So, first thing every day I'd go out and release the balloon. What's nice is you know other people all over the world are doing the same thing – doing their bit to help forecast the weather, and that connects you, even if you're thousands of miles apart. That said, you can't wait to come inside again!

I: And then, what you do at the scientific station gets compared to satellite data?

M: Exactly. Sometimes when people ask me what I do, they're surprised the weather in Antarctica affects the weather across the world. And also that people like us still go out and send up weather balloons ... something meteorologists have been doing since the late 1800s. But from the balloons we get information on atmospheric pressure, temperature, humidity, and wind speed – things that can lead to dramatic weather events. We use those measurements to help establish the accuracy of the satellite data we're sent. It doesn't always seem to match up. So then the challenge is to work out why the differences occur.

I: Will you ever return?

M: If I went back, it would be for a shorter period of time.

D: Same here.

I: Moya and David, thank you.

3.2

M = Man W = Woman
EM = English man
AM = American man

Extract 1

M: The last book I wrote was something my publisher *asked* me to write – about the River Thames, and its history – not exactly a passion of mine. I'm still not entirely sure why the publisher approached *me*, but I could imagine how *other* people might be interested, so I signed up. And once I'd got into it, I found the whole thing quite intriguing. I'd rather not have had to limit our investigation just to the inner city, but there's only so much you can pack into 400 pages. Now it's finished, I have to say I rather miss working on it. Do you enjoy the research side of things?

W: Not so much, but now I can use the internet, of course.

M: Indeed, but can you trust what you read?

W: The way I see it, the internet's given authors access to limitless knowledge – and all from the comfort of our own home. If only we'd had it when I was starting out. It would have saved me countless trips to the library and a lot of time and effort. Sure, you have to check and cross reference things, but I can live with that.

Extract 2

EM: If you only hang out with other game designers, if gaming is your entire world, that's actually going to work against your development. The people on top in this profession are the ones with ... I'd call it, an 'insatiable curiosity' for, say, history, science, music – that kind of thing.

Anyway, when I'm starting out on a new game, I'll work out what the goal is. That's my priority. So, for example, for my last

game it was the idea that humans are a part of nature, not separate, and I'll go from there. The people and the overall image come later down the line.

AM: I probably have a similar approach and I agree that whatever you're designing – be it a first-person shooter, action-adventure, role-playing, whatever … if you want to become one of the great game designers, you need to have a great deal of general knowledge and an enquiring mind. A good grasp of behavioural psychology is also essential. Without this, you won't convince anyone, and playing a game without conviction is rather pointless.

Extract 3

M: I don't know if you've heard, but I'm off to Greece once the term finishes. I'm joining up with this team of archaeologists – they need people to do the physical stuff – the digging, I mean. It won't be paid, but it'll give me some real experience in the field – even if it's not strictly relevant to the courses I'm taking next year. And it'll make a change from the tedious kind of jobs I normally end up doing during the holidays.

W: Well, I imagine you'll really get a lot out of it. After I finished my first degree – and we're talking, er, at least ten years ago now, I got offered a position with a really prestigious firm of architects. I felt I couldn't say no, especially because we were all still waiting for the exam results to come out. And it was good there, but I still wish I'd given myself the chance to consider something else. Well, that's why I've come back to university, I suppose.

4.1

Speaker 1

I was told the best way to prepare for an interview is by checking out the company's website. The idea, of course, is that it proves you're keen on working for them because they can see you've done your homework. The trouble was that they hadn't done theirs – the web page hadn't been updated for over a year. That's not what you expect from professionals, right? So, I marched in there, certain I knew my stuff, but I was asking the panel about products they'd apparently stopped making. They must have thought I was weird. Having said that, I wasn't that impressed with them, either. Maybe it was a lucky escape.

Speaker 2

So I was up all night, in the living room, talking to the dog. Strange, I know, but the dog was the interviewer, and I was imagining the conversation we'd be having. I'm not sure that's what the writer of the article had in mind when she said, 'Rehearse the situation with a friend', but it seemed like a good idea at the time. Anyway, it was all a wasted effort, really. I overslept the next morning and by the time I got to their offices – looking and feeling like a total mess – the interviewer had already started interviewing someone else instead. So when I was eventually called in, my gut feeling was that I'd already missed my chance. That put me at a disadvantage, obviously.

Speaker 3

It wasn't exactly my dream job, but the money was decent. So I went to the interview and it was going OK until they asked for a bit more info about my degree. Turns out it didn't really fit with the job requirements. The interviewer continued chatting for a while and cracked a couple of jokes, but it was basically pointless. It was especially annoying because I'd bought a new suit. When I told Mum afterwards, she didn't exactly manage to hide her disappointment. She'd been on at me for weeks to do something about my anxiety, and had recommended these breathing exercises to calm me down before the interview started. But that wasn't the issue in the end.

Speaker 4

According to this so-called expert, Dr Benson, you're not to lean back in your chair, otherwise it gives the impression you're insecure and you're trying to cover it up. Leaning forward is what you're supposed to do. That and smiling, to project confidence. Well, I did that in the interview … so much so that my face began to ache. But to be honest I think the human resources person saw right through me. She said they were looking for lively, bubbly people for their sales team, and wasn't convinced I fitted the bill. To be honest, I was talked into applying by a friend who already worked there and was earning quite a bit. We both should have realised I'm not cut out for sales work.

Speaker 5

I thought my preparation would come in useful but the interviewer put me right off. It felt like an interrogation, like he was trying to catch me out, and so I struggled to respond. I felt sick about the whole thing afterwards, I can tell you. And I needed that job to help pay off my student debt. So much for the advice from the careers office. They'd said it's helpful to picture the interviewer in the bath, playing with a plastic duck! That'd make the interviewer seem more human and less intimidating. But sitting there, across the table, that advice went right out of my head. I was just counting the seconds till I could leave.

4.2

Hi. I'm Alex Christakis. I'm the head chef at The Bay. I've been cooking professionally as a chef for about sixteen years now. If you have a passion for food and you're thinking about doing an apprenticeship, the first thing I'm going to say is that it takes an enormous commitment. But if you're prepared to make that commitment, and **have the stomach for** hard work, it can be an absolutely amazing profession to work in.

So, what's it like to be an apprentice in a kitchen? Well, you're going to be busy all the time, throughout the shift you're working. The pressure never lets up – it's there from the moment you walk into the kitchen to the moment you go home. That's just the way it is, across the industry. You'll receive careful supervision, of course, but there are times when you'll just need to get on with things by yourself – without someone **keeping an eye on** you.

So there are several qualities I look for in chefs starting out in my kitchen. If you've ever watched those cooking school TV shows, you might have got the impression it's all about innovation and being some kind of food pioneer. The reality is … if you're not a team player, you're not going to survive the apprenticeship. If someone's struggling, you **cover their back**, and **lend a hand** when you can. And you hope that when you're up against it someone will **leap in** and help you. And that's the kind of attitude we want to see persist … no matter how high up the ladder you go.

For the first four weeks, it's small steps. Before an apprentice can even think about planning a whole dish or putting a menu together, they've got to start with the basics. So there's a lot of time spent measuring things out so everything is in the correct proportion. So when it comes to week four, the expectation is that each apprentice can make a sauce from scratch. Nothing fancy – butter, flour, milk … a little seasoning. There you go.

With the apprentices, there's some that make faster progress than others. The ones who stand out all tend to have the same thing in common. So yeah, what it all comes down to is detail. Focus on this, and you'll please your customers. The minute you start cutting corners, the dish is going to be a disappointment, and the sooner a chef realises this, the better.

As a chef, you want to be able to make the same perfect dish over and over again to the same high standard. That means acquiring what many of us in the trade refer to as 'taste memory'. It takes time; it's not as instinctive as you might think. But it's imperative for young apprentices to recognise flavour and flavour combinations, so they can make whatever adjustments are necessary. It's learning to **walk before you can run.**

Doing an apprenticeship is an intense experience. After around three months, our apprentices begin to realise that if you want to get ahead, it's all about making sacrifices. And one of the hardest things to give up for them is their social life. They see their mates in other professions heading out on a Friday or Saturday night, and it's tough, really tough, because that's when their shift starts in the kitchen. It can be easy to feel sorry for yourself at that point, but yeah, you just have to **get your head down**.

If I could go back in time and give myself some advice when I was an apprentice – and I **kick myself** all the time about this – I never bothered to write recipes down. And every now and then I have a flashback and I think 'I'd love to make that again' … and I look through my book – and no, it's not in there. So yeah, I wish I'd had more vision at that age.

So, is it hard work? No question. Is it rewarding? Absolutely. Why wouldn't you want to do a job that allows you to travel the world, eat great food, and share a kitchen with some amazingly talented people? And, you know, these days, there are now more media opportunities than ever before, I mean, for young chefs to promote themselves. Fantastic. It's not the standard newspaper interviews like when I was starting out. You're young and the world's your oyster.

5.1

I = Interviewer S = Simon Bridges
M = Megan Ward

I: Today I'm talking to Simon Bridges and Megan Ward, who've been working together on the documentary series *Fly on the Wall* for twenty years. Simon, the fifth film in the series is released next week. There's already a lot of excitement about it. As the director, how do you explain its continuing popularity?

S: Look, when we started, all the participants were young kids. We filmed them playing with toys, talking about arguments with their school friends, and telling us about their dreams. We let them speak for themselves, rather than offer any kind of academic analysis. And we've taken that approach ever since. It's the same participants ... five years older in each film ... answering the questions we put to them. As you watch, you see the things they face every day as adults ... strained relationships, money problems. The series celebrates that – the way normal people sometimes have to make a heroic effort just to survive the day. That strikes a chord with audiences – they relate to it, and really want to know how things are working out for the participants.

I: How did you choose the children who would appear in the series?

S: For the first film, we aimed to explore the impact of privilege and wealth on a child ... how those things might shape their future ... compared with children from less fortunate circumstances. That informed the decisions I made. Some children were happy to chat ... at length, actually ... and some were extremely shy. It didn't matter. And some things the children said were very humorous ... very charming. That wasn't always apparent to me when we were filming.

I: Is there anything you wish you'd done differently for the first film?

S: Well, directors always reflect on what they could have done better. I think what we *did* do is provide a genuine snapshot of the very different lives of the children. We weren't setting up artificial situations. The focus is on the children, but there are snatches of conversation with siblings, moments when family members or the dog suddenly wander into camera, because everything's essentially going on as normal. We missed the opportunity to get the children together ... to see how they might have got on, that's true. But I feel we shielded them from the media, because too much exposure at that age can be very damaging.

I: Megan, you've been the main camera operator for the entire series. What have you learnt from this experience?

M: Well, I've seen some of those kids in the first film undergo some major transitions in life. They've all just turned twenty-five, and yeah, a few have married and settled down. You'd expect that, wouldn't you? And then some are still working out what direction to take ... going from job to job ... travelling. But you know, when we were making this last film, I realised that I'd made all these assumptions about the kids when we first met them aged five. I'd looked at them and I guess subconsciously thought, yeah, you're sharp – you'll probably end up in business, you're the cheeky one – you'll probably end up in trouble, and that introverted one will probably never leave his hometown. And, er, it hasn't worked out like that at all. I think the participants have forged their own paths, regardless of how they started out.

I: After twenty years, how would you say your relationship with the participants has changed?

M: The dynamic has changed, certainly. When they were small, I suppose it was their parents that pushed them into appearing on camera, and there are some scenes that the participants – now they're adults – do actually find embarrassing and wish we'd edited out. But Simon and I genuinely have their interests at heart, and I'm very glad they've come to realise that. They know I won't edit the film in a way that misrepresents them. And it's like a family, to be honest. Like nieces and nephews. You're close with some and not with others. So in between the films, we do catch up occasionally.

I: You obviously have an extremely successful working relationship with Simon.

M: I mean, we don't see eye to eye on everything, but the thing is, he's the director and I'm behind the camera. I wouldn't question Simon's way of doing things, and he wouldn't interfere with mine.

S: Well put. We would never presume to step on each other's toes. Sometimes, after a day of shooting, we might have a heart to heart about things that are bothering us ... if we feel things didn't go quite right – but that's more about letting off steam.

5.2

P = Presenter M = Miriam
M = Man W = Woman
I= Interviewer D = David

Extract 1

I: Miriam, your new play, which opens next week, is a black comedy – not something you're known for. Are you at all anxious, or is opening night an occasion which no longer bothers you?

M: That very much depends on the production, but in this case, I've been privileged again to have Malcolm Rush as director. He doesn't care whether you're exhausted – mentally, physically, emotionally – it's immaterial; he wants to get the best out of you. Essentially you don't just *learn* the part – you *live* it, which for me, at least, takes away any fear of the audience not believing in me, or rather, my character.

I: So how would you describe your relationship with Malcolm Rush? I've heard he makes it hard for actors to ever voice their own opinion.

M: Well, *I* do! Malcolm's entirely willing to take your point of view on board once you gain his respect. When we're working on a play, it's a two-way process in which Malcolm or I will propose something – we'll see how it works out – and then any comments are always constructive. There are *young* actors, some of whom I've worked with in fact, that have painted Malcolm as a dictator. But that's their inexperience speaking.

Extract 2

M: We started preparing for our group presentation last week. I was put in a group with Andre and, you know, he's usually so difficult – and I'd thought we'd never get *anything* done with him there, being all cynical and that. But we were all bouncing ideas off each other – and yeah, we ended up with a much clearer idea of the structure and what we want to include.

W: I thought *my* group would be a disaster, too. I mean, I'd assumed it'd just be messing around for a few hours, and everyone speaking over each other, but we got a surprising amount done. Especially since they were people I'd never had much to do with before.

M: So what are you doing for *your* section of the presentation?

W: Well, I volunteered to research this company's *employment* policies – even though employment law isn't an area I'm familiar with. I've been searching online for information – you know, to see what I can dig up about the company – and I've done a rough draft, but my tutor's saying I need to take a more critical approach. I find that kind of thing hard, though. I'd rather just state the facts.

Extract 3

I: So, David, with the next race less than 12 hours away, do you think you'll be able to hold your position in front?

D: Well, I see the media's making a big deal out of the fact that Shane Williams has come out of retirement. You know, we were on the same team once, and now he's the competition. Seriously, that's the least of my concerns. And the conditions look favourable – most of the track should have dried out. But unless we get to the bottom of why the engine stalled a couple of times in the last event, we may have to pull out.

I: Your co-driver, Scott, he's been with you from the start.

D: Yes, people often underrate the co-driver's role; the glory always goes to the driver. But it's Scott who has the map and the notes. Without him I'd be truly driving blind. You have to have complete faith that what he says is right. I have to know exactly how fast I can take a corner and be sure we don't end up rolling into a ditch. The thing with Scott is that he's learnt to put up with my temper over the years. Not everyone could do that.

6.1

Speaker 1

When I was eleven, I assumed I'd go to the same high school as my mates, but I was sent to Highbrook Independent instead. Highbrook had a reputation for nurturing kids like me who were weak with the brainy stuff like maths, but were talented in the arts, so

my parents thought it'd be a better fit. And yeah, for me, that's what education should be about – getting kids to express themselves in a way that suits them, whether it's through music or writing, or whatever. And not having fixed expectations of male and female students. It's because of the teachers at Highbrook that I'm where I am today. I only wish I'd thought to tell them how much I appreciated their efforts at the time.

Speaker 2

I can't say I got a lot out of school. My science teacher in particular wasn't cut out for the job. Whenever I made a mistake, she'd do her best to humiliate me in front of all the other girls ... the result being I just stopped trying. In retrospect, I should have stood up for myself, but I didn't have the nerve. I'd like to think that attitudes have shifted since then. To my mind, you get the best out of a child when you prompt them in a way that directs them to the right answer. Like that, you can make them feel better about themselves, and they'll be more willing to have a go. Being told 'you're wrong' just makes you lose face.

Speaker 3

Certainly going to boarding school gave me a number of advantages – academically, of course, and when I was looking for my first position in a law firm. But the reason why the private education system works is that the whole ethos is about becoming self-sufficient – it is up to the student to ensure they manage their self-study, get to class on time and keep their room in order. That kind of self-discipline ought to be promoted in all schools, public and private. Having said that, I'd rather my parents hadn't sent me to an all-boys school. It meant I had absolutely no idea how to converse with women. My wife would probably agree!

Speaker 4

I was home-schooled by my father, so we went to a lot of castles together, and the science museum. Just the two of us. As a result, I'm clueless when it comes to art, and I only have the most basic grasp of Spanish. It would have been better if Dad had hired a tutor for the things he wasn't able to teach himself. But anyway, when we came back from our trips, I would read up about the stuff I'd seen and Dad would say, 'When you're ready, we'll have a little test,' but there was no strict schedule. He knew it takes time to absorb information. It'd be worth mainstream education applying the same principle, I think.

Speaker 5

My mum chose my high school on the basis of their motto – something along the lines of 'Our job is to get the best out of your child'. Well, that makes sense, right? That's got to be the point of education. Anyway, for the first couple of years, I was doing brilliantly at sport, especially rowing. And then, so stupid really, I fell in with the wrong crowd and I began to skip training sessions. The coach wasn't impressed by my attitude. So because I gave in to peer pressure, I basically gave up on a rowing career. I've only got myself to blame, but I also don't think I should have been kicked out of the team. That was harsh.

6.2

Hello everyone. I'm Belinda Cooke. I recently took part in a sleep study and I'm here to tell you about my experience. I volunteered for the study because I suffer from insomnia – a sleep disorder that's thought to affect about 10 per cent of the population. For sufferers like myself, it means you have real problems *falling* asleep, and *staying* asleep.

Well, my insomnia began when I was working for an airline, and it's true that international flights do trigger the problem for some cabin crew. In my case, it was extreme stress, a reaction to something unrelated to my working conditions. I just couldn't switch off at night.

After a few months, the problem hadn't gone away. I know that audiobooks are considered to be quite good at getting people off to sleep, but I was worried they'd disturb my flatmates. Instead I'd do some breathing exercises, and while I wouldn't say they got me back to sleep, at least they reduced my anxiety.

Then I heard about a local sleep study. When you apply to be a volunteer, you have to fulfil certain criteria. Gender is by and large irrelevant. It's personal details such as your weight researchers are interested in, and what age range you fit into. Any family history of disorders would be significant too.

For the first month of the study I was just based at home, but there were aspects of my normal routine that had to be recorded. There's a school of thought that links insomnia to a lack of physical activity, so I had to wear a fitness tracker – something I often do anyway. The thing was, I was expected to note down my food intake, and it would often slip my mind to do that.

Finally, I got to spend a night at the sleep centre. When I was shown my room, I was struck by the absence of natural light. There's just a lamp by the bed. Then there's the noise – the hum of the equipment – but I'd been warned about that.

After I'd got into bed, a medical student attached lots of electrodes to my legs, my arms, and my head, and an oxygen monitor to my finger, which I barely noticed. The next thing was a face mask. It was horribly tight and I couldn't imagine how I'd ever doze off with it on. I was thinking, hang on, on second thoughts, do I really want to spend the night like this? But I went through with it, that night, and two more. When the study results came through, it turned out that I was getting more sleep than I'd estimated. The news came as a relief, frankly. It meant I didn't have to worry so much. The only disappointing thing was that I couldn't go back for further observation.

So how can insomniacs improve the quality of their sleep? The researchers recommended no blue light from screens before bedtime. And it goes without saying that caffeine products will keep you buzzing into the small hours. But I already avoid those things. Currently I'm looking into the scientific theory that bacteria is a factor – the kind that usually live happily inside the human body. It's yet to be proven, though.

7.1

I = Interviewer R = Rowena Gray
J = Jesse Mulligan

I: Today we're looking at the science of happiness. My guests are Rowena Gray and Jesse Mulligan, both professors of psychology. Jesse, you believe there are things people can do to make themselves happier. But you're not talking about setting goals, are you?

J: Not the kind of typical goals people *think* they should set. For example, they feel dissatisfied with their life – and they say, I need to get that promotion, I've got to get those perfect grades, I've got to find the perfect partner ... they put pressure on themselves because they believe that accomplishing something like that will make a huge difference. But you know, even if they do – the thrill wears off, they just get used to the new situation, and their happiness level drops back to what it was before.

I: So what *can* people do to feel happier?

J: Look, I went to Chile for a short break this year. It would have been nice if the trip had been longer – but anyway ... My point is – I bought an *experience*, not a thing, and so, whether that's a vacation, a beach walk, or laughing over a meal with friends – it's not subject to social comparison. I can look back and remember the fun I had, and nobody can take that joy away from me. With material goods, it's true people feel pleasure from buying a phone or a pair of sneakers, for instance – but then they're always aware that someone else's phone might be superior, or their sneakers are starting to wear out. It's little things, too, that can make a difference. The science shows that even a couple of minutes chatting to a stranger can lift your spirits.

I: And fewer people do that nowadays, right? Rowena, I know you're particularly interested in levels of happiness amongst teenagers.

R: Yes, and some of my public talks are aimed specifically at teens. You see, all of us, we're constantly assessing where we are in life – but not *objectively*. When we ask, 'How good-looking am I?', we're thinking about ourselves in relation to someone who's *extremely* attractive – or at least has a team of make-up artists and stylists on hand to ensure they look that way. Or when we wonder 'How wealthy am I?', we're rating ourselves against multimillionaires. And because teenagers are online so much, this negative way of evaluating yourself is exacerbated, and they feel inadequate. So I'm saying – choose different reference points, and realise that 'Hey, I'm actually doing alright.' Don't be so harsh on yourself.

I: Spending time with friends is something you advocate, isn't it?

R: Yes, it's important to get out and socialise. But one thing to bear in mind is that happy people talk about happy stuff. And I know that for myself, when I meet up with my friends, I'll often start with all the stuff that's bothering me – that I want to get off my chest – because I think it'll cheer me

up. But the research shows if you touch on a piece of luck you've had – something fortunate that happened – just by actively recalling it, it'll give your mood a real lift. I mean, I still catch myself moaning about colleagues, or an academic paper I'm drafting, but I then make a conscious effort to switch back to positive mode. And let's be honest, even those closest to you can only tolerate so much negativity.

I: And I understand that your lectures on happiness are extremely popular.

R: I'm happy to say they are. I can confidently say we have more students attending than in any other class. We do have a laugh – I think that's important – but from talking one-to-one with my students, it's easy to identify the common factor – I mean *why* they all turn up. I think many of them are finding it difficult to navigate life, and they're trying really hard to find solutions. No-one really wants to be stuck in that kind of rut. I also think they appreciate my honesty. I mean, when I do *occasionally* find myself slipping into bad habits and doing things that undermine my happiness, I'm open about that.

I: And you're now working together on a regular podcast on the science of happiness, I believe. Has recording the podcast affected *you* in any way?

J: Well, it's been helpful for me because I have to practise what I preach now – you know, if I'm telling people to be mindful and meditate, if I'm constantly telling them to spend more time with their loved ones and talk to strangers, then *I* have to do that, too.

R: Same for me because, you know, otherwise my students, or anyone that knows us from the podcast, they're going to be like 'Professor Gray, I saw you on the train and you weren't talking to people!' So in a way, I'm forced to do what I'm suggesting other people ought to do, but then I also feel better as a result.

J: Exactly. It doesn't mean I'm in a permanent state of joy but from tracking my happiness over the last few months, I definitely see I'm a point or two happier.

8.1

Good morning. My name's Andy Brown, and I'm the co-founder of Deliverance Games. It's a pleasure to be here – and I'm hoping that my talk might be useful to you.

Well, the industry has come a long way since the basic pixelated formats of the 1980s. In one respect, the older games and modern games are similar: we play them for the thrill, for the victory – but they're very different in another. Many modern games engage the player emotionally and intellectually. As a product, I suppose we could describe them, if you like, as a marriage between art, when we consider their visual impact on us, and science: the technology that allows us to step inside these very different worlds.

Back in the 80s – I suppose it was fair to say that young men were largely the target market. But today we have to acknowledge that gaming has been fully integrated into mainstream culture. The equipment has been moved into the living room for the whole family to play. Whether it's a Sony PlayStation® or Xbox®, pretty much every household has one. The way I see it, developers have both responded to and instigated this trend.

You might ask, where do developers get their inspiration from? Well, numerous sources, of course, but at the moment, we can see the definite influence of classic cinema. For example, in the past, good and evil could easily be recognised – through the characters you created, through the options they were offered. You knew which side you were on. Well, we're maturing now, along with our audiences. It's no longer black and white – but every shade of grey.

So, now, for my team, they're working on ways to establish mood – a sense of anxiety, of despair, for example. Rather than focusing on dialogue, which we're already quite confident about, they're focusing on the use of lighting. It's a case of trial and error – to see what works best in any given scene. And this is something we're working on in our current projects with – I believe – great success.

Some things, I guess, won't change. There are the central and basic concepts, or themes, that create authenticity and purpose in a game. Combat is one – you'll always need a good fight, whether it's between unidentified enemy soldiers, aliens, zombies ... whatever ... and the problem-solving element is also vital. And finally, and I think this is true no matter what kind of game you're putting out, you need the element of exploration. It's in our human nature to pursue this.

So, why are some sections of society so anti-gaming? In large part, I feel this is down to the media. They never seem to miss an opportunity to focus on a story or a piece of research that shows the industry in a bad light. Look, it's basic common sense that if you let your kid play for 24 hours straight, they're missing out on other things – on life – but let's have some balanced reporting, please. This is something we really never get from journalists.

Another thing I'd say is that parents and teachers both seem to overlook something important about the gaming industry – they just don't know about the great number of career opportunities it offers. And this is an industry that now turns over huge profits annually – so worth getting into. And I think there's a feeling amongst some parents, a suspicion in fact, that gaming is somehow rotting their kids' brains. But the evidence is there to prove otherwise. Now I've got a vested interest in all this, of course, but if you look at the research, we know for a fact that not only do kids get more creative through game playing, but they also get better at logic. Surely that's something that most people would be happy to see developing in their child. Now, one *future* development concerns crowd-funding, which ...

8.2

Speaker 1

TechSpeak is a science blog about the latest developments in information and communications technology – which I guess – if it's not your field – could potentially leave you cold. But the writer does this thing where he switches between describing the emotional experiences that people have with their tech and presenting facts that'll surprise you. It's quite a clever way of engaging readers, actually. It helps you overlook the fact that the entries are rather random – you could go for weeks without seeing anything new. Of course, any time you talk about the future, it's all speculation. I won't hold it against the writer if human beings haven't all been upgraded with microchips in their arms by 2050.

Speaker 2

If you're interested in health and medicine, read the *What next?* blog. I'm part way through a health sciences degree, so I appreciate that the writer doesn't just make an unsupported claim – he tells you which academic papers he's sourced for ideas and who the authors are. So, if you need to, you can google a great number of them for yourself – time permitting. One of his pet themes is genetics. I think the heading for the last post was something like, 'One day soon, people will live for at least 120 years.' He may well be pro this kind of medical advance himself, but where's the counterargument? How would human longevity help the planet?

Speaker 3

Howandwhy is my favourite science blog. It's a collaborative effort with three different writers making contributions. Don't let the infographics put you off – I mean, there was one recently on population growth that made no sense whatsoever. Focus on the text, and you'll find it's really informative. You know, the global population's going to stand at 11.2 billion by 2100, and the media's usually all doom and gloom about statistics like that. But the blog is more optimistic – and it's genuinely refreshing to see a focus on innovations not just from the US and Europe but elsewhere. For example, in India, apparently there's a community solar energy project that's making progress, and I don't think we can understate the importance of moving away from fossil fuels.

Speaker 4

The blog *Smart Science* is about artificial intelligence. Like the other day they did an article on augmented learning – using virtual reality headsets for educational purposes. It's going to radically change the way people learn. Maybe, in ten years' time, our kids'll be getting an education without physically being in class. Their articles are pretty lengthy, and they do tend to overload you with information. You sometimes end up skimming over bits because it's just the same point being made again. That aside, they'll check their facts and don't exaggerate to make a piece sound exciting. Plus, the writers are objective in their attitude, presenting both sides – which is rare in a world nowadays where, in large part, the internet's been overtaken by people desperate to express their opinion.

Speaker 5

I'm obsessed with space exploration, so *Starstudy* is my go-to blog. There's just a modest subscription fee for the premium content. I'm more interested in spacecraft design than, say, the retrospective features –

the 1969 moon landing, for example – but I understand that readers will be interested in different subjects. The bloggers should definitely cut down on the terminology and explain things in simpler terms, though. We're not all engineers! What stands out for me are the illustrations, and I often download and print them off. They give you a real insight into the challenges designers are facing – how to create comfortable living and working conditions for astronauts. Eventually, we're going to run out of resources on Earth, but hopefully we will have managed to colonise other planets before that happens.

9.1

Well, hello everyone. I think most of you know that I recently went to Queenstown for my work placement, um, at the Lake Hotel, and the person I was attached to for the week – my supervisor, if you like – was the front desk clerk. So basically I was learning all about what a typical day for him involved and what kind of skills you needed to do that specific job. I had a choice of three hotels that I could work in for the placement – but I ended up deciding on the Lake Hotel because it isn't really affected by seasonal tourism. A high proportion of its guests are there for conferences and meetings, so it's pretty much fully booked on a continual basis – and I wanted a bit of a challenge.

Anyway, as soon as I walked into the hotel, I suppose I was struck by how professional everyone seemed. Of course, your room and the hotel facilities are important, but actually, I realised it's the way the hotel staff are presented that you notice first, and in particular, how stylish and neat the uniform looks. I think I'll definitely have to smarten up once I start work for real.

Well, getting back to the front desk clerk – his name was André, he was Swiss, and he'd been working at the hotel for about three years. He told me that all guests need to feel special: when guests come in, for example, if it's not their first visit and they book frequently, the hotel will have gathered all the relevant information on them so that anyone on the front desk will be able to use their names and – for example – spare them the financial checks. All of their credit card details will be already stored since the first visit.

I worked from 7 am to 3 pm every day – under André's supervision, of course – and there was honestly a constant stream of people turning up all the time I was at the front desk. Then, of course, other guests would come and request a room move or extend their stay or something, and **what really impressed me about** André was how he managed to inform every department in the hotel about those changes, almost immediately in fact, no matter how busy he was. There's a daily meeting with management, too, but I didn't go along to that.

I asked André if he had any advice for me – I mean for when I got my first real job in a hotel. I suppose I was expecting him to give me some tips on dealing with a particularly difficult customer – like an unreasonable complaint, for example – or how to get out of working on the currency exchange desk. But in André's experience, it's the night shift that new employees find most difficult to get used to, so he suggested sticking to doing daytime hours only – provided, of course, that I have a choice. I guess it's up to the manager, isn't it?

I spent quite a bit of time giving guests information about things to do in Queenstown – including where to go shopping and buy decent souvenirs – that was more for the groups and older guests. The younger ones were there primarily for the adventure activities – that was the main attraction – and they wanted advice on which companies to book with. So part of my job was to promote some of the more established and reputable operators, and I was fine with that because I'd expected it and got myself prepared.

The local restaurants, though, were a different matter. I was surprised that guests were asking me about them because obviously there's one in the hotel and you really want the guests to be eating there. I just had to admit that I'd only just started work – and I'd have to get André to help them. I did ask him later why it would be in the hotel's interest to recommend other places for the guests to eat or visit, even. He said that in order for the hotel's profits to continue to grow, it was essential to keep on building up customer loyalty – and that meant providing the best service possible. I could see what he meant. I suppose a lot of hotels have a similar outlook and philosophy.

Well, I would definitely recommend Queenstown if you haven't done your work placement yet. **It wasn't until I began working there that** I realised how huge its hospitality industry actually is.

9.3

I = Interviewer G = Gemma Wiley B = Brian Norton

I: Hello, everyone. Today I'm talking to road safety experts, Gemma Wiley and Brian Norton, about driving behaviour. Gemma, I think we first heard the term 'road rage' back in the 1990s.

G: It's certainly a term the media employ. It was an American radio station that first coined it – they were alluding to violent incidents on the freeway … people tailgating, using really offensive language, threatening physical injury. But that's not necessarily the case today. The definition's got a lot looser. So when we hear a radio report about this kind of incident, there may be *some* listeners who assume someone's just got a bit annoyed, whereas in fact, their behaviour behind the wheel may have caused actual harm. That's the way I see it.

I: Fair enough. So, Brian, why *do* some drivers become so aggressive?

B: Well, *in* their car, they feel a false sense of security. They're in their own little world, deceiving themselves that they're in control. But this contrasts with events happening *outside* the car that they have absolutely no say over. For instance, most people set a deadline for their road journey, and if the car or truck in front appears to be holding them up, they lose their temper. Of course the other driver might feel equally frustrated he's stuck in a jam – but isn't going to resort to breaking the law by zipping through traffic – or having a go at someone else.

I: I've also come across the phrase 'revenge rage'. How is that different?

B: Well, with revenge rage, a driver experiencing this will get worked up inside, but just think nasty thoughts about other road users, without acting upon them. They'll imagine pursuing someone who's just cut them up and forcing them off the road. The problem is they get so caught up in their visions of revenge that they begin to lose focus on the essential task of driving safely. And it gets worse as they continue towards their destination. So yeah, they could well be putting other innocent motorists at risk as a result.

I: Gemma, who are these so-called 'revenge ragers'?

G: I actually posted an article about this recently. The thing is, judging by the comments I come across on social media, people assume it's 18- to 25-year-old males that get worked up the most. I really wanted to put that notion to rest. Because, according to research, those people who merely *fantasise* about violent acts, they're evenly spread across the age groups and between the sexes. Women are just as likely as men to sit there seething or cursing under their breath. The common factor with revenge ragers is that they're low-mileage motorists … rarely going anywhere beyond a thirty-mile radius of their homes.

I: So is traveling by bus a more sensible option?

G: Not necessarily, because passengers might still be stuck in a jam – and feel irate about it. It really comes down to reducing the number of cars on the road, and for that to happen, bus travel has to be more attractive. What puts people off using the bus is that it'll finally turn up, and rather than going the most direct way into the city, it'll head off in a different direction altogether. Passengers find that infuriating. And once they get off, it's still a long walk to the office. Until that's sorted out, we're unlikely to see an uptake in bus use. Research suggests that'd make the biggest difference, rather than say, a cheaper ride.

B: Yes, urban planning departments must look at existing bus lanes, and think, *are* these actually taking users where they need to go? And if not, invest some time and money into *making* them work. Things won't change overnight … you'll still have delays and congestion, but things'll improve eventually.

I: In the meantime, how *can* drivers keep calm?

B: You know, if I remember rightly, this psychologist did this experiment … he gave a group of drivers prone to stress a kit containing a piece of turf and a spray of grass scent. And then, when they started feeling uptight, they had to park their car, take off their socks and shoes, and stand on their bit of grass. And what do you know – their heart rate and blood pressure went down immediately. So from that, you'd expect a higher proportion of calm drivers

in the country. But the psychologist said it was a combination of things. So silence in the car, a nice smell, and what you can feel – they all help with relaxation. And I guess, being chilled out has to have a positive influence on our driving habits.

10.1

Speaker 1

There *were* advantages to living with my parents – my bank balance looked better for a start. Plus all the home comforts – like regular meals. But my mates were always giving me a hard time about it – being twenty-five and still there. So yeah, I found myself a flat so I could prove to *myself*, I suppose, that I could be self-reliant. Stand on my own two feet, as they say. Since the move, even though I've been living off takeaways, there's a *stack* of dishes piling up in the kitchen. And I've got nothing clean to wear. It's all sort of got away from me.

Speaker 2

I was commuting for three hours a day and it was doing my head in. It was time I could have been spending on doing something for *myself* – like actually *drinking* my coffee, rather than pouring it down the sink and rushing off to work. Or having time in the evening to relax. That's why I ended up moving in with a colleague – closer to work. We actually get on like a house on fire – despite our politics being completely different. And his mess is largely confined to his bedroom. I try not to have any dealings with the couple next door, though. I mentioned something about their loud music once, and they've been pretty rude to us ever since.

Speaker 3

Since I gave up my flat in Bristol and moved here to take care of Mum, I've been doing walks with the dog. We both need to burn off some energy and it keeps my mind off things. See, I used to be part of a really tight circle back in Bristol, and I miss that. I do message and call them up, but it's not like being in the same room – especially when they're all out together and I can hear them having a laugh. But I'll stay here in the village as long as Mum needs me. The doctor says she'll be up and walking again in a few weeks, and I reckon I owe her that much at least. She can hardly do all the household chores herself.

Speaker 4

My friends' reactions when I said I was moving to the countryside ranged from 'Why?' to 'You'll be so bored, you'll be back in the city in a month.' But that hasn't been the case at all. I love it here – the bird song, the trees, the river. That said, I haven't yet worked out how to handle the endless stream of visitors bringing round homemade cakes. It's not that I'm ungrateful, but every time I'm about to knuckle down and start typing, there's another interruption. The whole point of coming here was to find inspiration and write my novel, and December's deadline is looming. Commercial success would be nice, but I really just need to make ends meet.

Speaker 5

I moved to Manchester from London six months ago – my thinking being it would be great to see more of my old group from university – the ones I'd lost contact with. Manchester's nightlife is brilliant, as is its cultural scene. The cost of rent and food's more reasonable too. The thing is, I work for a law firm, and it's relentless pressure. My friends think I'm making excuses when they ask me out and I say I actually need a night in, but I need time to get on top of my work commitments. I've been oversleeping recently and sometimes it's only because the woman on the floor above is crashing around that I actually wake up.

11.1

W = Woman M = Man

Extract 1

W: So I worked for Summer Camps USA about eight years ago. The camp itself was in an absolutely stunning setting, in the Catskill Mountains. Not that I had a car to get around, though. Anyway, I was hired as a counsellor, which basically means you're in charge of a group of young kids – responsible for their entire daily schedule – the person they go to when they're homesick. All definitely outside my comfort zone. But my co-counsellors were what made it for me. They were from all over, not just the US, and we really looked out for each other when things got tough. Recently I even met up with one girl from Spain and we went backpacking together in Portugal.

M: It's a fantastic experience, I agree. But I'd say to anyone who's picturing a holiday-type situation – think again. It does rather feel a bit like military camp at times. That's not to say you're taking orders and have no say. It's more that you're often on duty for extended periods – including night supervision of the children. You don't get much privacy, either. You share a cabin and a shower block with fellow counsellors, for example. It's pretty full-on.

Extract 2

M: Before the documentary, I didn't know much about that period of history – the 1900s – when the gold rush brought the Chinese to Australia. But I understand now what hardships my great-grandparents went through and the sacrifices they made – just so their children's lives would be better. When my sisters and I were growing up, we took everything we had for granted, I suppose – like most children do when they don't know any different. Anyway, the whole thing's made me take more of an interest in my Chinese heritage.

W: Things have certainly changed since then. Our communities used to be hidden from view, but now they're far more integrated into all aspects of Australian society. I mean, you no longer have parents insisting their kid goes to college for seven years to become a doctor or a lawyer. These days there are Chinese Australians making a name for themselves in the arts – a rare sight not so long ago. And scientific research is another field Chinese Australians are associated with. But it still occasionally happens that when I'm introduced to a European Australian, they like to compliment me on my good English. It doesn't occur to them that my family may have been here longer than theirs.

Extract 3

M: The advertising for the exhibition said, 'providing a unique look at the past, present and future of tattooing' and I think that was a fair description. Maybe it could have had a few more illustrations to support the text about ancient Egypt and North America, though. I'm still a bit vague about what their tattoos would have looked like.

W: Me too.

M: But what stood out for me was how the exhibition went about breaking down people's preconceptions about tattooing. You know, in some countries, there's a belief that getting a tattoo is an antisocial statement – but certain cultures use tattoos to show exactly where they *do* fit in society. The exhibition showed that tattoos can actually be very meaningful and symbolic.

W: Did you visit the section on tattooing in Samoa? There were some items on view that show how many artists still use the kind of equipment their ancestors did – like a bone comb for making little holes in the skin. I was really struck by the sense of custom. And did you know that each tattooist in Samoa basically uses the same structure – with the pattern going all the way from the waist to the knee? It must take forever.

11.2

I = Interviewer D = David Marshall J = Josie Shi Xu

I: With me today are David Marshall and Josie Shi Xu, two college lecturers who have published a hilarious book called *Laughing Matters*. Welcome to you both.

D: Thanks.

J: Thank you.

I: David, tell us about some of the research you did for this book.

D: Mmm ... I went to the Edinburgh Festival in Scotland for the first time – because if you want to see stand-up comics from all over Europe, and even Australia actually, that's the place. And I made a note of the top ten jokes voted for by the public. All one-liners. Like 'Sleep is my favourite thing in the world. It's the reason I get up in the morning.' That's not half as funny when I tell it! But when you look around the festival, you see everyone grinning – hanging on the comic's every word. That's the thing with one-liners. They won't have you in hysterics, but they're perfect as a means of escape from whatever bleak stories are in the media.

I: You've based some of the book on your observations of your students, haven't you, David?

D: Yes, so I once got my students to watch a lecture online. In the talk, the speaker's describing his personal struggle – and how he eventually overcomes all that and becomes a company CEO. And naturally,

he's using these funny anecdotes to engage his audience there in the lecture hall. The thing was, when we started discussing the talk afterwards, some of my students just didn't get why a person speaking from a position of authority would act like that. So what I'm saying is that in Western culture, it's the norm to use jokes to build rapport and even trust, but that's not the case everywhere.

I: You noticed some things about Chinese and American humour when you were in the US, Josie.

J: Yes, while I was doing my Masters there, I saw that when Chinese students and American students would hang out together, there would often be a breakdown in communication. Someone new would be introduced to the group, and to break the ice, if it was an American, they'd crack a joke – usually at their own expense. The Chinese students would feel awkward, you could tell. And Americans often go completely over the top, like 'The food was so disgusting I literally wanted to rip my own tongue out'. But in Chinese, jokes are more closely linked with tone and linguistics, I'd say.

I: I see the TV series *Fawlty Towers* from the 1970s gets a mention, Josie.

J: Yes, I wrote about it because it's iconic, but it's also quite revealing about the British mentality of the time. You have this eccentric hotel owner who gets himself into all sorts of bizarre situations – largely because he's a terrible social climber and he's trying to impress his posh guests. It was incredibly popular in Britain because audiences understood exactly what was going on. But in a country without such an obvious class system, like Sweden or Denmark, when the programme was shown, they might have laughed at the slapstick routines – falling down stairs, chasing after a runaway car – but certain cultural references would have gone over their heads.

I: Have you come across any courses that teach international humour, Josie?

J: No, but I suppose there's potential for that kind of thing to come in handy if you were setting up meetings with overseas clients – to discourage any attempts at humour that the other group would find inappropriate. But beyond that, I'm not sure what you'd include in a course. A tutor might be able to convey the *gist* of a joke from another country, but you wouldn't get that insight into *why* it was funny. Type a joke into an online translation service and you'll see what I mean. For a joke to be funny, you need to be 'in on it'. That means the teller of the joke and the listener must share some prior knowledge – related to language, or culture, or an event, perhaps.

I: Is upbringing a factor that shapes our sense of humour?

J: Definitely. If parents laugh at people making fools of themselves, a child will do the same. Likewise if the parents react to sarcastic jokes. That's not to say children won't eventually find other things funny too, though. They'll be influenced by their peers once they reach their teens.

D: Yes, you can see small kids observing their parents, and if Mum or Dad's laughing, the child starts giggling too. But it changes later on. My 14-year-old finds memes extraordinarily funny, but I don't. My daughter just rolls her eyes when she sees my blank expression.

12.1

Hello, I'm Nina Christie, and I'm a wildlife photographer. I'll start by saying that *yes*, it *is* possible to make a living in this job, but it's very, very competitive. So if you want it to work out as a long-term career, you need to be determined. Just having a decent understanding of the mechanics of your camera isn't going to cut it. To be honest, it all comes down to composition. You either have an instinctive feel for it, or you don't. I actually don't think it's something you can be taught. I've done assignments everywhere, but the wildlife in Africa never fails to impress. Each country there has something unique. But it's not a simple case of jumping on a plane. You need to get permission in writing from the local authorities, and that applies to all the national parks you're planning to shoot in.

Before I go on a trip, I list the animals I'm intending to photograph and do my groundwork. These days, we're spoilt for choice with quality wildlife documentaries, so I'll watch a heap to understand my subjects' behaviour better. I'll also try to book a guide for when I arrive, because they'll have first-hand knowledge of the area, and a better idea of where a subject's most likely to be found.

As well as camera equipment, there are other things you'll need to pack, but be careful not to overdo it. So for example, a mosquito net'll definitely weigh you down, so best to pick one up locally instead. The one thing I never compromise on is a medical kit. I'll squeeze it into the bag and chuck out a few clothes if necessary. Getting bitten by mosquitoes or creepy-crawlies – it's all in a day's work, but you need to take care of yourself.

When I'm heading to a country for the first time, I want to be able to communicate, especially with people I might want to include in my photographs. I'll set aside some time to look up a set of simple phrases so I can make a good impression. Then repeat them until I'm word perfect. It's something all professional photographers should do, because phone translations don't get the same reaction. I leave introductions to the guide though, as I'm not always sure when it would be appropriate to approach someone.

Every photographer, I suppose, has their philosophy about what makes a quality photograph. In my case, it's about capturing a real event, rather than some kind of artificial set-up. Honestly, I'd rather spend ages out in the field waiting for the right shot, than using digital manipulation later on.

I also feel a photographer must look at an animal or a bird with their own eyes first, *before* they start looking at it through the camera lens. Lenses, of course, are vital accessories, but when you think about it, looking through them also *restricts* your vision. It's like putting up a barrier, so to speak – meaning that you can't always see what's going on *around* your subject, or what it's reacting to.

Now, if you can, please go and see my new exhibition 'Out of Sight' – photos of remote areas in the jungle and bushland – beautiful places – but where illegal activity is putting wildlife at risk. Trees are being cut down and endangered animals killed. It's only when we raise public awareness of this kind of thing that governments will act.

12.2

Speaker 1

Once you've seen the pictures of animals suffering just for the sake of fashion and commercial profit, there's no excuse to keep buying anything made of real fur. I felt I *had* to join the campaign, as I believe we have a moral duty to bring the barbaric fur trade to an end. I have a regular job, but I'm happy to give up my weekends, taking part in any kind of activity that'll wake people up to what actually goes on. One thing though – I can't get over the way my brothers disrespect my views. They say I should accept other people's choices, and that sometimes, there's no alternative to fur. I hardly think that's true.

Speaker 2

There are *some* column writers that claim our movement's a joke, and that we're protesting about the climate crisis just to get out of school. I didn't expect to see that kind of attitude in a national newspaper, but then again, a lot of those articles are just click-bait. For me, it's obvious that we're facing a crisis. My parents' generation should have taken action years ago, but they left it to us. Personally I got sick of hearing depressing stories about climate change and believing I couldn't do anything about it. That was my incentive to take part in the marches – to make my voice heard. It's good to be surrounded by others who feel like me.

Speaker 3

It shocked me to hear just how much fast fashion is responsible for carbon emissions and water pollution, and how little regulation there is. So when my sister suggested I join the second-hand shopping movement, I didn't need any further encouragement. I thought, well, someone's got to lead the way! And it took a while, but eventually some of my friends *did* start shopping second hand too. One time I went online and posted a designer jumper I'd found in a second-hand store that didn't fit, and it sold immediately. That got me into selling vintage and second-hand designer clothes full-time. It'd never occurred to me there'd be such a demand. People from all over get in touch.

Speaker 4

The badger is a really amazing, really iconic animal, and yet thousands are being killed because farmers believe they spread disease in cattle. Where's the hard evidence? My mate said it wasn't worth protesting because the government had already given the green light to an official cull of badger populations. But I reckon protests *can* make a difference, so I thought, I'll show you, and I joined the Save the Badger campaign. I'm not for a complete ban on killing badgers – but I'm questioning why so many? It's been a bit of an eye-opener, going to events and meeting

other campaigners from all walks of life. I suppose I was assuming they'd all be left-wing and middle-class.

Speaker 5

Originally, it was just a few of us picking up the plastic rubbish, and I thought how are we ever going to get this beach clean? But I needn't have worried because one week, out of the blue, a bunch of locals turned up to give us a hand, and they've been coming ever since. Kids too. There must have been at least 30 of them last week. It goes to show the anti-plastic movement's gaining momentum. I confess it was a friend that got me involved, though. He needed a lift down to our local beach, and when I got out of the car, I thought, I can't stand by and watch him cleaning up trash by himself.

0.1

W = Woman M = Man

Extract 1

W: Where are you going to live next year?

M: Hopefully on campus again. A couple of people are trying to get me to move in with them – somewhere in town – and I know it might be a laugh, us all being in the same house, but honestly, I know what I'm like. On campus, we've got the library, the gym... They're right there, so I've got no excuse for not going. But If I had to *travel* to get to campus, it'd be too much effort. I'd just resent having to sit on the bus for an hour, or whatever.

W: I think I'll be staying in the same flat for another year.

M: I thought you were having problems with your flatmates?

W: I *was.* There was this constant friction between the other two – usually about really minor stuff – but I'd end up in the middle of it. You know, 'Can you stop shouting please, because it's driving me crazy.' But then, when it came to cleaning up the kitchen, both of them would team up against me, and say it was my turn again. Anyway, I usually hate confrontation, but I told them they had to start pulling their weight, and things are going better now.

Extract 2

W: So when students come to your wood carving class, do they enjoy it?

M: Well, some of these kids struggle with the more academic subjects. They're just waiting for the day when they can leave school and forget about the stuff they consider boring. But give them a piece of wood and the tools, and you see this incredible transformation. It's heads down, and pretty much nothing distracts them. And by the end of term, they've made these wonderful carvings. They can't help but be impressed with themselves, and of course, it's very rewarding for *me*.

W: Some teachers find it a challenge to motivate their students. What would you say to them?

M: Look, in some respects, I have it easy. I show my students some basic carving techniques, and then it's up to them what form the piece is going to take ... how much detail they want to add. Give students a bit of freedom to make their own decisions, and you'll find they actually *want* to succeed. Then there's the fact that there's no pass or fail grade. I get them to talk about the piece they've made, and what it means to them, instead. And what I like is that every piece is really unique.

Extract 3

W: I have to say that I found *The Children of Húrin* completely absorbing, far more so than I expected. But it's hardly uplifting, is it?

M: No. Even from the early pages, one has a great sense that all is not going to end well for the central character, Turin. He's a hero in the sense that he is a brave, honourable man on a mission, but fate delivers him one cruel blow after another. As events unfold, you can see how tragedy is inescapable.

W: Now the book is based on various manuscripts that JRR Tolkien never completed before he died. And it's taken his son Christopher 30 years to put them together as a single cohesive story.

M: That's right – and overall, he really has produced a thing of beauty. Readers will notice, however, that one passage may be written in some kind of ancient English and then the next in a more contemporary manner – as you'd expect in a book pieced together from manuscripts written over a 50-year period, and that can be a little distracting. Tolkien's characterisation is sometimes underdeveloped, but not so this time, as Christopher has given us a hero we can identify with.

0.2

Well, hello everyone. My name's Amanda Tyler and I've come to tell you something about my work as a sculptor for a museum of waxwork figures. Um, when I'm working at the museum, I spend nearly all of my time hidden away with my colleagues in the studio. You might imagine we have a light and airy warehouse space. That'd be nice. But actually we don't have much sun coming in at all because we're down in the basement. It feels a bit sad at times, to be honest! It makes a nice change to be here with so many people and some natural light.

I suppose I became interested in sculpting at school, where I was taking classes in art and design. My teacher was very supportive and she encouraged me to go and specialise at Loughborough University on their course which was then referred to as Fine Arts. I suspect it might be called something different now.

Well, firstly, I'd like to tell you a bit about the process that goes into making a waxwork figure. To make a model, I obviously have to visit my subject – the person I'm intending to create in wax. Throughout the process it's important to make them feel as calm as possible and build up some trust, because it's a funny situation to be in, in a way. But the vital thing is to find out and note down their exact measurements. That can take a while, but we can't really proceed without that information.

Now, you'll notice there are two heads on the table – a clay one and a wax one. The clay head is what I make first. You can see I've moulded the clay onto an 'armature'. That's this thing here, which is basically a frame built from wire netting. Back in the studio I have an armature for the whole body – and that uses rods as well. They have to be pretty sturdy, to support the frame and make it strong, so we have to go with metal, rather than anything synthetic like plastic.

Have a look at the wax head. I'm hoping you can recognise the newsreader, David Wainwright, from Channel 5. But there's something not quite right. Not that his hair's missing. That'll take another 6 weeks to insert – strand by strand. It's the eye colour, which is just very slightly off. Even the tiniest difference, though, means the figure won't look convincing. So yes, I'm going to have to replace them.

Now, another thing that we sculptors have to bear in mind is that the public have certain expectations about the way a famous person might move. That's where videos come in handy, because I can observe the subject acting naturally, not all self-conscious and stiff. I'll look for any typical gestures, and when it comes to the figure's hands, I'll make sure they're positioned in a way that seems authentic.

The whole thing is a very slow process. It's about four weeks just to get to sculpt the features on the clay head. And I'm looking at around five months, start to finish, to create the wax version and get the body exactly as it should be. At that point, I'm thinking, 'Yes, I'm done!' But then, you have to hope that the figure's going to have a long 'shelf-life'. If we get negative feedback from the public, a figure might be withdrawn after a year, which is about the worst outcome for a sculptor.

So, how do we get from this clay head to this wax one? Well, from the clay model I'll make a plaster mould and fill that with hot liquid wax. And when it's cooled, we have our wax head. Um ... it's then up to the make-up artist to work on the skin tone. They'll finish with conventional cosmetics – often a brand the subject actually uses – but it's oil paint for the foundation layer. There's also the teeth to consider, and ...

0.3

I = Interviewer S = Sandra D = David

I: On this week's *In Partnership* programme, we talk to Sandra Peyton and David Sadler, who together run a successful media company, specialising in the making of TV commercials. Sandra, if I could start with you. What were you doing before you set up in partnership with David and what made you leave that job?

S: Well, I was directing – er, drama mostly – for a small TV company. It was an interesting, experimental time for me – they were a young, dynamic group, and seemed to be going places. But these were troubled times for the business in general and they just weren't making enough money. Anyway, things weren't looking too good for me; as I'd been the last to arrive, I reckoned I'd probably be the first they'd ask to go. It was a shame really, because I'd never felt so comfortable working in a team as I did with that group of people.

I: So you jumped before you were pushed, so to speak.

S: Exactly..

I: David, you had a similar background, didn't you?

D: Yes, I'd also made a name for myself directing TV drama, but with the much larger Trenton TV. I left them because they were moving in a different direction to where I wanted to go. But the experience proved invaluable for the future – I can see that now. The thing is, working in close collaboration with others is an integral part of this business – that's always been clear to me – but I came to realise that you can't rely on other people to make things work. It's a tough old world and ultimately it's down to you – it's a question of attitude. Things only happen if you let them – and if you only see grey skies and gloomy days ahead, then that's what you'll get.

I: And how did you end up working together?

D: Well, we met through a mutual friend – at a dinner he was hosting. Sandra and I got talking about our work and the kind of goals we had in mind for ourselves, and by the end of the evening, she proposed we form a partnership. Actually, my colleagues at Trenton had warned me against starting any kind of venture with a complete unknown – they said it was too much of a gamble. But with Sandra, it was like looking into a mirror. Here at last was someone on my wavelength, someone who looked at life through the same camera lens. And, anyway, I thought it was time to live a little dangerously for a change.

I: And once you'd decided to become partners, how easy was it to raise money for your new business?

S: To be honest, it was an absolute nightmare – we just couldn't seem to get the finance. But you know, you can't afford to let things like that get you down. And throwing a tantrum in a bank manager's office is never a good idea – you might need to go back there one day. No, I just couldn't work out what the problem was, given our experience and the way the advertising market was shaping up at the time. We were just a small concern, asking for a small amount of money. But eventually I met a private investor who understood what we were about – and then, once we'd made a couple of ads, money was easier to come by.

I: David, how does, er, advertising work compare with TV drama? Is it very different?

D: Well, for a start there's often a greater budget allocated than for normal TV work, and that can be very liberating. But the market's understanding of quality may not be the same as yours and you find your creativity stifled. Yes, it's our own company, and it may seem a creative business to an outsider. But an advert is not your own baby in the same way that a TV drama might be. There are too many people who have a say in what you do and what goes into the advert. But that's just the way things are.

I: So what does the future hold for the company?

S: Well, we can't really say too much at the moment. It's not that we're not willing to, it's just that we're not entirely certain how things will work out ourselves. In the meantime, establishing the best reputation possible within the advertising industry is what it's all about.

D: That's right. The normal thing might be to look at some type of long-term growth for the business, but at the moment we're concentrating on consolidating our position, rather than branching out and diversifying. Who knows what the future will bring?

I: Sandra, David, the very best of luck for the future. There we must leave it. Thank you.

S: Thank you.

D: Thanks.

0.4

Speaker 1

Compared to *some* people in my pottery class, I was definitely the beginner. They were making complicated vases and massive plates, and I was just trying to get the hang of a basic bowl. You see, the wet clay goes on a potter's wheel, and it spins round and your bowl shape's looking pretty good, and then suddenly the whole thing collapses. Never mind. Really, all I wanted was the chance to get out of the house and give myself a break from the illustration work I do. I'd sign up again, but the teacher would only explain something once, and then assume we'd got it. So I never really *did* understand how to use the glazes.

Speaker 2

I enrolled for a year of Spanish because someone I knew had done the course already and had said the tutor – this woman from Argentina – was super-capable and got everyone up and talking all the time. And because she was from South America, where I was planning to travel, my thinking was that she could give me some insight into some of the local customs. But when I turned up on day one, I found out that someone else had taken over the class. It was a year of messing about, and no sense of purpose. He'd hand out a worksheet now and again, but the exercises were totally random.

Speaker 3

My job as a set designer takes me all over, so trying to fit in an art class wasn't easy. And then if there's one thing I'm uncomfortable doing, it's having to collaborate on a project, even more so when it's something personal like art. But that's what the tutor always had us do. That's not to say she didn't let us express ourselves, though. The thing was, it was my friend that'd really wanted us to go, and I let her talk me into it. She wouldn't have had the confidence to walk into a room full of unfamiliar faces by herself. I suppose I learnt something about surrealist painters – it's always good to expand your horizons.

Speaker 4

It was about six months ago I got my estate agent licence, and now I'm slowly building up my client base. So far, I haven't run into anyone else that was on my course, which is fine by me, because most of them were just in it for the money. The tutor would occasionally set up some kind of role play, a mock interaction between us and a client, and then they'd break off and start talking about ways to manipulate people hoping to sell their home. That kind of approach is crossing the line. Anyway, I achieved what I set out to do, meaning I no longer have to sit behind a bank counter all day.

Speaker 5

I got my first-aid certificate about eight years ago, but you have to take a refresher course every two years if you want to stay certified. Being the first-aid officer's part of my job description, so I haven't really got any choice but to go along and repeat the training. Usually I don't mind, but the guy running the course this time really wound me up. He was coming from the position that none of us would have the first clue about what to do in an emergency – like we'd all be useless. At one point, I was just on the verge of saying something, but this woman, a colleague of mine, said to let it go. I think she's the kind of person who avoids conflict – whereas I'd rather stand up for myself.

0.5

I = Interlocutor A = Ana J = Jan

I: Good morning. My name's Kate Benton and this is my colleague Susan Meredith. And your names are?

A: I'm Ana.

J: And my name is Jan.

I: Can I have your mark sheets, please? Thank you. First of all, we'd like to know something about you. Jan, what are your main reasons for learning English?

J: Erm, because it's er, it's very useful, very necessary for me. I began to work with international projects and I felt that I needed to improve my English. I hadn't studied any English since I left school and I was getting a little bit rusty, so that's why I signed up for a course.

I: Ana, how long have you been learning English?

A: Since I was a child, but then I stopped and now, since last year, I'm studying again.

I: And what do you enjoy doing in your free time?

A: In my free time? Er, I like to read. I like very much reading books about adventures, novels, these kinds of books. And I like go to the cinema. I go once a month, twice a month sometimes. But I would like to go there more frequently.

I: And how about you, Jan?

J: You know, I think Ana and I share more or less the same interests. I read a great deal, and I'm a regular cinemagoer. I particularly enjoy getting together with friends, though. I like being in the company of other people. I'm not one of those people who can for very long ... who can be for very long on their own.

I: What have been some of the happiest moments in your life recently, Ana?

A: Well, my wedding! It was a perfect day, it was in last September. I enjoyed a lot, I wasn't nervous, I feel very quiet and I

could see all my friends and my family, and everybody was happy. It was perfect.

I: Jan?

J: Well, my happiest moment is more related with work. I gained promotion last year in my company, and that's something I really wanted to achieve. It's given me a lot more financial, er, a lot more stability, and it also means I have the opportunity to travel.

I: Thank you.

0.6

I = Interlocutor A = Ana J = Jan

I: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Jan, it's your turn first. Here are your pictures. They show people who are checking the time. I'd like you to compare two of the pictures, and say why the people might be checking the time and what they might do next. All right?

J: OK, the woman on the football field – er, football pitch – and this man here, at the station, are checking the time for very different reasons. I would say that this woman, the referee, is looking at her watch probably because she's wondering how many minutes are left – I mean – before the match finishes. She might have thought it was nearly the end and she may be thinking – I've got to blow the whistle in a few moments. It could also be the start of the match, I suppose, and she could be waiting for all the players to come onto the pitch. But maybe not. She looks quite hot and worn out. On the other hand, in this one, er, the man looks worried – more stressed out than the referee. It's very likely he's waiting for a train – maybe he has an important appointment and he doesn't want to be late. Or, it could be that he's waiting for someone and they haven't turned up. The thing in common – they're both checking the time because they're under pressure. And, er, what might they do next? I think there's a good chance she's going to blow the whistle – that's it – game over – and for him, it looks as if he's about to head for the platform – he can't wait any longer. His patience has run out.

I: Thank you. Ana, which person do you think is most concerned about the time?

A: I think actually this man – the father. He's in a rush. He's wearing a suit so I think he's going to the office. Probably if he doesn't arrive to work on time, his boss is going to tell him off. Or he'll get a warning – 'Don't be late again'. And if he's the breadwinner, he really needs that job. So yes, he's probably the most concerned, the most nervous, because he's worried he won't be punctual.

I: Thank you. Now, Ana, here are your pictures. They show people reading. I'd like you to compare two of the pictures and say what the people might be reading, and why they might need to read together.
All right?

A: OK, er, in these two pictures there are people who are reading something together, but in this picture there are two adults in the nature somewhere, probably, whereas in this one – I'm guessing that's the dad and a child in the child's bedroom, or, or, maybe the living room. The dad seems to be reading a story to him, to his son. Perhaps they're reading together before the boy goes to bed, and this is something they do every day at this time. They read together because it makes him relaxed and sleepy. Probably the boy wants the same story again and again. He needs his dad to read to him because he's very young ... he can't read yet. Erm, in this picture, it might be a map. I suppose the people are reading some names ... the places they want to go to ... er, perhaps they er – got lost. Yeah, they're out in the nature and they got lost.

I: Thank you. Jan, in which situation might the people benefit most from reading together?

J: Erm, well, this situation in the pharmacy – it looks as though she's reading something out – the instructions – and he's maybe reading over her shoulder. It's details like ... how often should you take this stuff, what the side effects might be – or don't take this medication when you're driving. Or maybe she's trying to persuade him to try a new medication that he doesn't usually take.

I: Thank you.

0.7

I = Interlocutor A = Ana J = Jan

I: Now I'd like you to talk about something together for about two minutes. Here are some things that can affect a person's decision to change jobs. First, you have some time to look at the task. Now talk to each other about how these things might affect a person's decision to change jobs.

J: Right, OK. Let's start with the obvious one – income. Surely that's the thing that most people are interested in. Don't you agree?

A: That's right. If you don't get a good salary in your job, and another job gives you more money – probably you will decide to change jobs. You can't live very well if you are earning not a very high salary. So yes, if you apply for a job in a different company, and they say – we will give you this salary – and it's higher – of course you will accept. What do you think?

J: Well, yes, it's significant – a significant factor. Although, – I suppose that money isn't everything – at least for some people. I mean, if you have to work with the same people all day, it's important that you get on with them. So if you were working in an environment where everyone was in conflict ... where you didn't really feel like part of the team ... I can imagine that would drive you to change your job.

A: Yes, getting on with your colleagues is necessary. Because you are there for maybe six or seven hours a day. But imagine you changed your job, and in the new company, the situation is worse. You can't know what the people are going to be like. Anyway, for me, I want to ... the chance – the opportunity to travel. Working all the time in an office is not for me.

J: You mean you want to travel around the country for work, or you'd like a job that involves international travel?

A: Well, I like communicating with people, so I don't mind. I think if you are travelling a lot, you're always meeting new people. How about you? Would you change jobs if you could travel more?

J: Personally speaking, I'd rather go travelling with friends. If you're obliged to travel for work, probably it's not as exciting as you imagine. You have to stick to a schedule, and there's no, er, flexibility. But anyway, I suppose that for some people, like yourself, the opportunity to travel could be very attractive. On the other hand, if someone had a lot of family commitments and they were required to travel in a new job, they might decide not to change. OK, what about the work environment?

A: What does 'work environment' mean exactly?

J: The physical conditions. Like – if your office feels like a pleasant space to work in.

A: I see. Well, since the last ten years maybe, big companies are making the work environment much nicer, much better for staff.

J: With gyms, rooms for gaming ...?

A: Exactly. Maybe some people would really like to work in that kind of environment – they can have fun and work at the same time.

J: I think it's only really big corporations that have those kinds of facilities.

A: OK, but maybe there are other possibilities. Just the walls can be a nice, um a very bright colour – you can have flowers and plants. Lots of windows. It doesn't have to be a small, dark space.

I: Thank you. Now you have about a minute to decide which of these things might have the least influence on a person's decision to change jobs.

J: The least influence? OK. As I said before, travel isn't an attractive aspect of a job for everyone. It depends on your circumstances – whether or not you have responsibilities at home, or whether you have a lot of personal freedom. What do you think, Ana?

A: I see your point. It's not for everyone. But also, not everyone is concerned about promotion. Some people are satisfied with a normal job ... in the middle. They aren't very ambitious. They just want to come to work, do their job, have a chat with their colleagues ...

J: But it doesn't have to be about ambition. If you've been doing the same job for years, and you follow the same routine every day, you're bound to get bored. And I think everyone wants to be recognised for their work. If you're never offered a promotion, I think you would feel that your boss didn't appreciate you.

A: So you're saying that travel probably has less influence than promotion opportunities?

J: I'd say so. And besides, aren't we supposed to be reducing the number of times we fly ... take a plane?

A: That's true. But the least influence ... I think it depends on the person.

J: Fair enough.

I: Thank you.

0.8

I = Interlocutor A = Ana J = Jan

I: Jan, do you think it's a good idea to change jobs from time to time?

J: Well, I'm still studying and I haven't started work yet, so I can't speak from personal experience. But perhaps it depends on the kind of industry you work in and whether you feel the work is rewarding or not. If the work is stimulating, there's no need to change. But on the other hand, perhaps you can develop your skills and build a network ... and er, yes, make useful contacts, and er, get a fresh perspective, if you work for different companies.

I: And Ana?

A: If it's your choice, perhaps it will be good to change your job. But sometimes it's not your choice. These days, a lot of people I know only work for a short contract – just a few weeks or a few months somewhere. So they don't get any benefits, anything extra ... just the wages. In that situation, it isn't a good idea.

I: Jan, Ana, how important is it for a company to provide training opportunities for employees?

A: Well, in my case my company trained me when I started, and it was a very useful training. If they hadn't trained me, I couldn't do my job. And um, I will go on another training course maybe in March, next March, to study more about customer service. I'm looking forward to it because it will help me in my job.

I: Jan?

J: Well, I think that for most kinds of job you need training at the start. If you're working in a fast food place, someone has to show you what to do – how to cook the food, how to operate the kitchen equipment. If you work at the stock market – there must be a training period. So whatever job you do – there has to be some level of training. But later companies also need to offer further training, so their employees can be more skilful, more productive. Otherwise, they will always stay at the same level. And they can be an incentive – training opportunities – to make you want to stay with the same company.

A: Can I say something more?

I: Yes, of course,

A: I agree with Jan. I think it's not enough to train people at the beginning. There is always something new you can learn to be better at your job and to be ... to feel more satisfied with yourself.

I: How far do you agree that technology has brought more benefits to the workplace than problems?

A: That's a difficult question. Of course, I can't do my job without my computer. All the information is on it, and it's quick to find everything I need. But I have heard that some people are worried about technology at work because they think it's a way for their manager to er, be like a spy. So that's a disadvantage – a problem for them.

I: Do you agree, Jan?

J: Well, I think probably some companies do invade the privacy of their employees. And we need to have laws to protect employees. There's also the issue of automation. This is the kind of technology that people are very concerned about. They're worried how it will affect their jobs. I'm not sure where I stand on this. Probably in some industries automation might be a real benefit – it might be better to have a robot doing a dangerous job than a human.

I: Ana?

A: Well, I think we can't stop automation. More and more tasks will be done with automation.

I: Alright. Sometimes people spend all their time working, so that there is no room in their life for anything else. Why do you think this is?

J: I know people like this – one of my father's friends. He's very, very hardworking. I think he's a very senior person in his company, and I think he enjoys the status, and having money to buy very expensive things. But he's always very stressed, very pale – and, er, out of shape. But material things are very important to him, so he keeps working a lot of hours.

A: I agree with you, because some people just want the status. So friends and family are not their priority.

J: Yes, that's right.

I: Thank you. That is the end of the test.

STUDENT'S BOOK ANSWER KEY

1 AIMING HIGH

Speaking Part 2 Long turn

Useful language

1

happy: delighted, in good spirits, thrilled, overjoyed

determined: committed to, intent on, focused on, set on

nervous or worried: anxious, apprehensive, tense, on edge

Vocabulary Challenge and achievement

1

1 success **2** ambition **3** motivation
4 failure **5** challenge **6** chance

Note that *an overnight success* means it is sudden and unexpected.

4

1 ambition **2** failure **3** success
4 motivation **5** chance **6** challenge

5

1 challenge **2** chance **3** ambition
4 failure **5** success **6** motivation

Reading and Use of English Part 5 Multiple choice

How to go about it

longevity (n) – having a long life or existence

iconic (adj) – very famous and well known, and believed to represent a particular idea

inconclusive (adj) – not producing a definite result or complete proof of something

speculation (n) – ideas or discussion about why something has happened or what might happen

2

1B But Mallory and his iconic words also continue to capture the public imagination because of the mystery surrounding his fate. ... From here they may have pushed on and reached the summit, but the evidence is inconclusive.

2C But the directors of *Free Solo* go further and offer a remarkable story of a complex character: a man with enormous courage and humour, yet someone who also seems incapable of reading the emotions of the people closest to him.

3C If you believe, as I do, that Mallory's statement *was* profound, then the question Honnold throws back to the interviewer querying the reason for doing anything challenging – seems only to paraphrase it.

4D ... he rehearses extensively before the most demanding climbs, working out each intricate move, and memorising them in sequence – to the point of obsession.

5A ... for the reason that top athletes can seldom convey what it's like to have such extraordinary talent – in the same way you or I would have difficulty rationalising the process of breathing – simply because it comes naturally.

6A Watching *Free Solo* should be a form of escapism, rather than a general lesson in how to live our lives.

Language focus Modal verbs: *Might*, *could*, *may* and *can*

1

1 annoyance **2** past possibility (but did not happen) **3** past possibility **4** future possibility **5** present possibility **6** lack of enthusiasm – *might/may as well* is a fixed phrase **7** concession

2 Ready for Grammar

1

1 live here, but we never see him

2 (very) well be asked to speak French during the interview

3 not have known you were married

4 (well) have got it

5 as well sell it

6 have told me you were vegetarian

7 (that) he will win the election

8 possibility that I will get the job

2

1 can **2** could **3** may **4** could
5 may **6** could **7** could

3

1 e **2** c **3** a **4** d **5** b **6** f

4

will probably happen: every likelihood, highly likely, distinct possibility

probably won't happen: hardly likely, little chance

5

Possible contexts

2 'Was that yoghurt in the fridge yours? I was hungry and I ate it.'

'You can be really irritating sometimes!'

3 'Can you take my calls this afternoon? It's highly likely I'll be in a meeting till 5 pm.'

'Can you ask Adrian instead? I'm pretty busy, actually.'

4 'Can you reach that box at the top of the pile?'

'I can't do it – I'm not tall enough. And there's a distinct possibility that the whole thing is going to tip over!'

5 'Do you want to try some of this healthy new muesli bar?'

'It can't be very healthy if it contains that!'

6 'Is it OK if I stay at the party till 1 am?'

'No, you can't! 1 am is far too late, and there'll be little chance of finding a taxi.'

6 Possible answers

1 paid for some of the meal

2 go home, then

3 be badly injured

4 left it at home

5 he still doesn't have a license

6 stay home and watch TV

Listening Part 1 Multiple choice

1

1 A **2** B **3** A **4** C **5** B **6** A

Language focus Adverbs of degree

1

1 fairly **2** very **3** extremely
4 absolutely

2

Examples of other modifiers which can be used with gradable adjectives are:

a little, rather, quite, somewhat, pretty, really

3

Gradable: ambitious, pleased, risky, tiring

Non-gradable: certain, exhausted, incredible, ridiculous

4

1 The speaker is saying the test results are *fairly/reasonably* good.

2 The speaker means *absolutely* fantastic.

5 Ready for Grammar

1

1 b **2** e **3** f **4** h **5** d **6** a **7** g
8 c

2

1 incredibly **2** perfectly/entirely
3 utterly **4** highly **5** desperately
6 entirely

6

1 clever **2** worried **3** informed **4** old
5 qualified **6** intelligent **7** dislike
8 generous

Word formation Nouns

1

achieve-ment fail-ure motivat-ion

2

1 refreshments **2** disapproval
3 eagerness **4** procedures
5 insignificance **6** simplicity
7 secrecy **8** membership
9 breakage(s) **10** likelihood
11 independence **12** anxiety

3

1 pleasure, exposure, closure

2 appearance, annoyance, reliance

3 storage, shortage, package

4 rehearsal, renewal, proposal

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5 efficiency, intimacy, vacancy
6 enjoyment, requirement, commitment
7 prosperity, originality, familiarity
8 leadership, companionship, partnership
9 neighbourhood, fatherhood, adulthood
10 absence, persistence, evidence
11 selfishness, tiredness, carelessness
12 explanation, interpretation, application

4

1 prosperity; neighbourhood
2 adulthood
3 commitment
4 leadership

Writing Part 1 Essay

1

1 The ways in which social media has had an impact on young people.

2 The opinions refer in order to the points – providing an example of how each point *might* be developed.

3 2

4 No. You can use and develop the provided opinions in your own words, or you can decide to respond to the points in the notes in your own way.

5 An appropriate style would be fairly formal; this means using, for example, noun phrases rather than many verbs, modals like *might* and *may*, and longer sentences which are connected with linking devices.

2

The writer responds to sharing and receiving information [in the 2nd and 4th paragraphs] and exposure to advertising [in the 3rd paragraph].

The writer believes that sharing and receiving information is the most significant point. We can see this in the 4th paragraph:

On balance, the most consequential impact of social media seems to be the way it allows people to acquire and spread knowledge so effectively. The fact that many young activists have forced businesses to change their policies and practices for the better proves this point.

The writer addresses the topic in objective, general terms, for example:

Should someone wish to discover more about a particular issue, it is simply a matter of finding a like-minded online community.

... social media can provide them with a means for bringing about change.

... while social media might sometimes be a force for good, it can also affect young people in ways that could be considered manipulative.

3

Paragraph two discusses the 3rd bullet point, providing evidence of how social media allows people to share and spread information. In this paragraph, the writer expresses a positive view of the impact of social media.

Paragraph three discusses the 2nd bullet point, giving examples of how social media can be used to manipulate young people by encouraging them to buy things they don't really need. The writer expresses concern about the impact of social media in this paragraph, which makes the essay feel 'balanced'.

Paragraph four makes a clear statement that the greatest (most consequential) impact of social media is the way it allows people to 'acquire and spread knowledge so effectively'. We are left in no doubt which impact the writer has chosen as the most significant.

4

1 **impact** – influence, affect
2 **share** – exchange, spread
3 **interact** – engaging, connect
4 **corporations** – businesses, company
5 **advertise** – promotion, endorse
6 **products** – brands, items

5

1 d **2** a **3** e **4** b **5** c

6 Suggested answers

In this way – Like this, Using this approach

However – On the other hand, On the negative side

A case in point is – An example is when ..., for instance

On balance – In conclusion, All things considered

1 REVIEW

Language focus Modal verbs: *Might*, *could*, *may* and *can*

1 can, could have **2** may/might
3 chance, may/might **4** unlikely, well
5 at least, hardly **6** succeeded, manage

Spelling

1 opportunities **2** motivated
3 successful **4** achievement
5 encouragement **6** beneficial
7 ambitious **8** fulfil

Reading and Use of English Part 3 Word formation

1 expectations **2** payment(s)
3 performance(s) **4** recognition
5 ability **6** difficulties **7** failure
8 judgement/judgment

Vocabulary Challenge and achievement

1 clear **2** slight **3** every **4** stand
5 meet **6** rose **7** lifelong **8** fully

Pronunciation Word stress: nouns

1

1 motivate motivation
2 recognise recognition
3 generous generosity
4 various variety

2

The stress changes position in each case.

4

	Adjective	Noun
2	anxious	anxiety
3	sensitive	sensitivity
4	reliable	reliability
5	curious	curiosity
	Verb	Noun
6	supervise	supervision
7	resign	resignation
8	repeat	repetition
9	resolve	resolution
10	satisfy	satisfaction

2 TIMES CHANGE

Listening Part 2 Sentence completion

3

1 dress regulations **2** signature
3 board games **4** instruments **5** table manners **6** communication skills
7 social history **8** uniform(s)

Speaking Part 3 Collaborative task

Useful language

1 would not be complete without
2 is a part of everyday life
3 would be intrigued to
4 would demonstrate very clearly
5 might conceivably be
6 are unlikely to

Reading and Use of English Part 8 Multiple matching

2

1 C **2** B **3** A **4** B **5** A **6** D **7** C **8** D **9** C **10** A

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Language focus Talking about the past

1

1 (had) never used; attended (The past perfect of 'use' is optional since the sequence of events is made clear by 'until'.)

2 have had

3 has been crying

4 was always losing (continuous form indicating irritation)

5 **ate** (first she ate the large meal, then she started to feel sick) / **was eating** (she started to feel sick while she was eating it) / **had eaten** (focus on the completed action: she had finished eating it before she started to feel sick) / **had been eating** (focus on the activity rather than the completed action).

6 Ula **left** work for the day when the email arrived: She left after the email arrived – possibly as a consequence of the contents of the email. / Ula **had left** work for the day when the email arrived: She left before the email arrived. / Ula **was leaving** work for the day when the email arrived: Ula was in the process of leaving when the email arrived. It's possible that Ula then chose not to leave, in order to respond to the email.

7 told/were telling (no difference in meaning), bought/have bought (The speaker may be situating in their mind the action of buying at some specific past time (e.g. last week), hence the possible use of past simple. The present perfect can be used to indicate a recent past event with a present result (the book they are holding now).

8 didn't do/hadn't done, did (do)/had done (The past tenses in both these sentences are used to refer to past time. The past simple indicates a regular action. The past perfect can be used to emphasise the sequence of events.)

2

1 used to know/knew (*would* cannot be used with a verb which is used statively)

2 I've ridden/I rode

3 All three are possible.

4 I'd seen

5 hadn't made

6 going to work/to have worked (thinking of/about working)

7 After he'd done/Having done

8 All three are possible.

3 **Ready for Grammar**

1

1 used to **2** was (still) eating **3** met **4** have eaten **5** have seen/saw **6** had caught **7** have stayed **8** hadn't given **9** have done **10** to sit

2

1 went **2** saw/had seen **3** was working/worked **4** booked/had booked **5** Having washed **6** had just landed **7** had been experiencing **8** would take/was going to take **9** spent **10** didn't arrive **11** had been sitting **12** had left/would be leaving/was going to leave/was leaving **13** had ever had **14** would be/was going to be

Listening Part 4 Multiple matching

1

1 C **2** E **3** F **4** D **5** A **6** E **7** A **8** F **9** C **10** D

Vocabulary Changes
Verb + noun collocations

1 **Possible answers**

change gear – (on a bike or in a car) when you want to increase or decrease your speed / when you go up or down a hill

change your name – because you don't like it / you become a performer / you get married (some women in some countries)

change places – when you want to see a film, play, etc better / because you want to sit next to someone else / you want to move to a non-smoking section

change sides – because you no longer share the opinions of the people or group (e.g. political party) you have previously supported

change the subject – (= to start talking about a different thing) when what you are talking about is embarrassing or causing people to get upset or angry

change your tune – (= to express a different opinion or behave differently) when your situation changes and it no longer interests you to express a certain opinion

change a tyre – because you have a puncture or when the tyre is bald (= worn down)

change your ways – behave much better after a period of time, e.g. in prison or bad behaviour at school

Adjective + noun collocations

2

1 c **2** d **3** a **4** b

Other verbs of change

3

1/2 d **3/4** c **5/6** c **7/8** a **9/10** b

Reading and Use of English Part 2 Open cloze

1

Barbie® was the first doll to be produced that didn't look like a baby. She looked like a woman.

GI Joe was a similar-sized doll but male, wearing military clothing; an 'outfitted action figure'. GI Joe wasn't based on anyone from a TV series or movie, but he was still very popular. There are similar action figures of characters from the *Harry Potter* movies, and these have made more money for the film companies than the films themselves made.

2

1 for **2** rather **3** as **4** not **5** despite **6** to **7** one **8** longer

Language focus Nouns in formal English

1

downturn – fallen; *attention* – interested; *focus* – focusing

2

recently replaces *recent*; *any more* replaces *no longer*; *because* replaces *as*; *instead* conveys some of the meaning of *shift*

3

Use of nouns is generally more frequent in formal, written English.

4 **Ready for Grammar**

1

1 disappointment; application

2 disapproval; suggestion/proposal/request; reduction

3 dissatisfaction; delay(s); claim/assertion/guarantee/assurances

4 failure/inability; importance; result/consequence; awareness/knowledge; education/teaching

2

The **a** sentences are more informal. The following features are more characteristic of an informal style:

- contractions
- phrasal verbs
- fewer subordinate clauses
- more use of active than passive sentences

Writing Part 2 Review

2

The review is very positive – especially in paragraphs three and four.

3

All the points in the task are covered:

Paragraph 1 – The purpose is to provide a brief outline of what the series is about.

The writer tells us the series is set in the early 1980s, in a quiet town called Hawkins. A boy suddenly disappears when he's biking home, and friends and family try to find him. Also, there's a strange girl and a monster that are somehow involved.

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Paragraph 2 – The purpose of this paragraph is to answer the question 'What did you learn from watching it?'

The writer says that viewers can see what fashion/hairstyles were like in the 1980s, plus what music/movies people were into. It's also possible to learn something about male and female traditional roles, and to see how people had to rely on old-fashioned landlines.

Paragraph 3 – The purpose of this paragraph is to answer the question 'How do you think the series could have been better?'

The writer suggests that *Stranger Things* is very good and there isn't much the directors could do to improve it. He thinks the series is really frightening and that the acting is great. He makes a point that the small-town cop trying to solve a mystery is a bit of a cliché – but that it doesn't really matter.

Paragraph 4 – The purpose of this paragraph is to answer the question 'Would you recommend it to others?'

The writer likes the combination of horror, emotion, and references to the popular culture of the past. He recommends that people see the series if they like this genre.

4

The present simple is used to make the story seem more engaging and dramatic. It is often used when describing the plot of books, films, plays, etc.

5

A 12-year-old boy is cycling back to his house at night

The present continuous is used to explain the general background before the main events of the story begin.

We are offered an insight into the gender norms of the era: mothers made dinners, fathers went out to work

The past simple is used because the writer is describing a real situation/activity in the past.

It is hard to say what the directors could have done to make Stranger Things a better viewing experience

This modal form is used to refer to past possibility. The writer is saying that the directors probably could not have done anything better, because the series is so good.

6

Adverb + adjective: genuinely creepy, absolutely superb, hardly original

Adverb + verb: constantly lurking, brilliantly combine, thoroughly entertained

These adverbs are used to give emphasis and improve the overall style of the review.

7

Positive: action-packed, compelling, credible, entertaining, gripping, impressive, moving, stunning

Negative: clichéd, implausible, overhyped, predictable, sentimental, tedious

8

1 opens; follows **2** discover; appreciate (*in any order*) **3** relies; advise **4** told; set **5** hire; take **6** watching; find **7** gain; face **8** overlook; given

9

a sentences 1 and 4 **b** sentences 2 and 7
c sentences 5 and 8 **d** sentences 3 and 6

10 Sample answer

Review: *Anne with an E*

Anne with an E is based on the book *Anne of Green Gables.* It is set in Canada in the 1900s. The story is about a young girl Anne Shirley. She is an orphan and she is adopted by Matthew and Marilla Cuthbert. The story is about Anne's life, her dreams, her problems and friendships. However, in the TV series, it is also how it is to live in a small town in Canada, and what people's mentality was like at this time.

I think the series must be different to the original book because some themes are from a modern outlook. From the series, we can understand some every day things, like the clothes people have worn, typical meals, the typical school lessons. Also the differences between rich people's lives and poor people's lives. But on top of this, the series shows the prejudices. For example, Anne is a friend of a girl called Ka'kwet, from a native tribe, but other people in Avonlea are scared about the tribe and avoid contact. There is also some episodes concentrated on social expectations of women and how they must follow social rules.

To make the series better, I would suggest the filmmakers had made Anne's character less exaggerated at times. But generally speaking, the series is an extremely good one. I strongly recommend it to people which like a good story, great acting, and a deep message about imagination's power.

Examiner's comments

Content: Generally good realisation of task. What the writer has learnt from watching the series is discussed in some depth. The writer also makes a clear recommendation. A point about how the series could be improved is made, although this point is not as expanded as it could be.

Communicative achievement: The conventions of review writing are used to convey simple and complex ideas effectively. Register is semi-formal, which is appropriate for a review.

Organisation: Simple cohesive devices are mostly used effectively throughout the review and the writer makes good use of paragraphs.

Language: There are a number of errors which suggest a lack of control, e.g. *it is also how it is to live, the clothes people have worn, There is also some episodes, people which like a good story.* However, none of these seriously obscure communication. The review includes some appropriate vocabulary – *based on, set in, themes, filmmakers*

Mark: Pass

2 REVIEW

Reading and Use of English Part 1 Multiple-choice cloze

1

The purpose of Daylight Saving Time is to allow people to make the most of long summer days.

1784 was the first time that the general idea of daylight saving was suggested.

1907 was when William Willet wanted the British government to pass a daylight saving law, but the government rejected his proposal.

It was either Germany or Canada that first adopted a daylight-saving system.

Nowadays, some scientists want to get rid of Daylight Saving Time because they think it negatively impacts on health. However, other people want to keep it.

2

1 D **2** B **3** A **4** C **5** D **6** A **7** B **8** C

Language focus Talking about the past

1 had been/gone/travelled/worked/lived
2 Having achieved/fulfilled/realised
3 has worn **4** have played **5** was taken **6** would (often) read/tell **7** have been given/granted **8** did let

Vocabulary Changes

1

1 Same: both mean 'to get used to a new situation by changing your behaviour and/or the way you think'.

2 Different: If you *adjust* a piece of clothing, you move it slightly and correct its position so that it is in the right place or more comfortable, e.g. *He looked in the mirror and adjusted his tie.* If you *alter* a piece of clothing, you make changes to it so that it fits better, e.g. *The jeans I bought are a bit too long, so I've asked my mum to alter them slightly.*

3 Different: *convert* means to change something in order to use it for a different purpose; *transform* means to change something in a way that makes it much better.

4 More or less the same: both express the idea of changing the negative aspects of your behaviour in order to make it more acceptable. *Modify* usually suggests that these changes have been small.

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5 Different: If you change your tune, you behave differently or express different opinions when your situation changes, e.g. *He always used to be criticising management, but he soon changed his tune when he got a promotion.* (See 4 for *change your ways*.)

6 Different: If a restaurant *varies* the menu, it changes it regularly. If a restaurant *adapts* the menu, it makes changes to it to suit a particular situation or group of people, e.g. vegetarians, children, a wedding party.

7 Same: both can have the meaning of no longer sharing the opinions of the people or group you previously supported.

8 Different: If a country switches to the euro, the euro is adopted as the official currency of that country, replacing the previous one. If someone converts money into euros, they change a certain amount of the money of their own country into euros in order to use it, for example, on holiday or on a business trip.

2

1 vary **2** convert **3** adjust **4** switch **5** modify

Pronunciation Consonant sounds

/tʃ/, /dʒ/, /ʃ/ and /ʒ/

1

1 b **2** d **3** c **4** a

2

1 *detached,* range, usually

2 suggestions, decisions, research

3 knowledge, socialise, pleasure

4 shopping, issues, change

4

tʃ: detached, suggestions, research, change

dʒ: range, suggestions, knowledge, change

ʃ: socialise, issues, shopping

ʒ: usually, decisions, pleasure

6

tʃ: challenge, cheeky, pushchair

dʒ: generous, major

ʃ: impartial, patience, population, pushchair, Russian, social, special

ʒ: occasionally

Ready for Use of English

Reading and Use of English Part 1 Multiple-choice cloze

1

The text says that urban birds' songs are becoming shorter and louder. They sing more at night and leave out lower-pitch notes.

2

1 B **2** A **3** C **4** D **5** A **6** C **7** B **8** B

3

0 home to = b, set phrase (or correct preposition)

1 pose a threat = a, verb-noun collocation

2 warn of = c, correct preposition

3 come to light = b, set phrase

4 noise levels = b, a noun-noun phrase (or collocation)

5 growing evidence = b, set phrase (c – note that 'growing support' is a set phrase too, but we usually say 'there is growing support *for* something).

6 drowned out = b, phrasal verb

7 remains to be see whether = b, set phrase

8 hinder = b, set phrase 'help or hinder'

Reading and Use of English Part 2 Open cloze

1

Housework is depressing because it is repetitive and there is no end to it.

2

1 according **2** than **3** no **4** under **5** to **6** makes **7** without **8** how

Reading and Use of English Part 3 Word formation

2

1 uncovered **2** objections **3** enthusiastically **4** surprisingly **5** strategic **6** disagreement **7** educational **8** undergone

3

1 *uncovered* is a verb. The prefix 'un' makes it negative.

2 *objections* is a plural noun.

3 *enthusiastically* is an adverb. There is a spelling change: 'm' at the end of 'enthusiasm' is replaced with a 't'.

4 *surprisingly* is an adverb.

5 *strategic* is an adjective.

6 *disagreement* is a noun.

7 *educational* is an adjective.

8 *undergone* is a verb. The prefix 'under' changes the meaning to 'experience'.

Reading and Use of English Part 4 Key word transformation

1 be harmful to/for bees or

2 is in charge of making

3 have taken more care when/while

4 a speech on behalf of

5 better cut back (on)

6 I had paid more/greater attention to

Help questions

1 *harmful* is an adjective. It takes the preposition *to*. *whether* forms part of the phrase whether *... or not*.

2 to be in charge of; *make* sure

3 the past; *take* care

4 speech; *on* behalf *of*

5 you had better; to cut back on

6 *wish* + *had* + past participle; *pay* attention + *to*

3 GATHERING INFORMATION

Reading and Use of English Part 7 Gapped text

2

1 C **2** E **3** B **4** G **5** A **6** F

Vocabulary Information and research

1

1 Findings; prove **2** sources; uncover **3** privacy; compile **4** misinformation; determine **5** hypothesis; put forward

Word formation Adjectives

1 -al

2

1 approachable, applicable, believable

2 argumentative, informative, provocative

3 introductory, contradictory, preparatory

4 chatty, muddy, rocky

5 luxurious, mysterious, adventurous

6 endless, priceless, sleepless

7 persistent, apparent, obedient

8 managerial, influential, territorial

3

1 imaginative **2** **un**satisfact**ory** **3** progressive**ly** **4** **dis**courte**ous** **5** knowledge**able** **6** hope**lessly** **7** substan**tial** **8** strateg**ically**

Listening Part 3 Multiple choice

2

1 D **2** C **3** A **4** C **5** B **6** A

Language focus Present and future conditionals

1

Zero conditional c First conditional b Second conditional a

2

1 It makes the event seem less likely or more of a chance possibility.

2 It makes the event seem less likely.

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3

1 insistence **2** refusal **3** result
4 intention **5** willingness

4 Ready for Grammar

1

1 weren't **2** should **3** Supposing
4 would **5** As long as **6** happen

2

1 a **2** b **3** a **4** b **5** b **6** a

5 Students' own answers

Listening Part 1 Multiple choice

1 B **2** A **3** C **4** A **5** C **6** A

Language focus Hypothetical situations

1

1 no **2** She regrets it. **3** no **4** She regrets it.

2 If the subject is the **same** in both parts of a sentence introduced by *would prefer* or *would like*, a perfect infinitive (**to** + **have** + past participle) is used when referring to the past.

When we use *would rather* or *would sooner*, the word **to** is omitted.

3

1 c **2** f **3** a **4** e **5** b **6** d

4

1 sentences 1, 2 and 3 **2** sentences 4 and 5 **3** sentence 6

5 Ready for Grammar

1

1 have gone to France (instead) **2** you'd/you had phoned earlier **3** you hadn't done that **4** you'd/you had gone to university **5** have mentioned it before **6** to have stayed longer **7** wouldn't text while I'm talking to you [*note this is expressing annoyance with a present habit*]

2 Possible answers

1 He wishes he'd revised for his exams.

2 If I'd taken a few books with me on holiday, I might not have got bored.

3 I'd rather my parents had bought me an iPad® (than an iPod®).

4 I'd really like to have seen the film on TV last night.

5 I might have got the job if my French wasn't so bad / was better.

6 I'd rather have watched the football than looked at all their holiday photos.

Writing Part 2 Report

1

Possible answer

The purpose of orientation week is to familiarise new students with the college/university campus, to show them the facilities, such as the library and resource centre, to encourage them to join social groups, etc. Some students might find orientation week exciting and informative, but for others it can be a little overwhelming at times.

2

It's clear that the student is going to respond to the points in the task about 'positive experience' and also 'suggest changes'. It's less clear whether they plan to mention 'any issues'. The headings show that the writer has thought about the overall organisation of the report. They have also noted down some examples – *shows you where classrooms are located / how to find online articles* – which are details the target reader would find helpful.

3

Statements **a** and **c** seem fair enough. Statement **b** is less accurate, as the writer has addressed all the points in the task, explaining in which ways their experience has been positive so far, mentioning an issue and suggesting changes for future orientation weeks.

4

1 outline = d) summarise, f) provide an overview of

2 say in which ways it has been = b) suggest which aspects have been, h) describe in which respects it has

3 comment on = c) consider, g) assess

4 steps to resolve these = a) potential improvements, e) measures that could be adopted

5

extremely, clearly, particularly, truly, highly, immensely

6 Sample answer

Introduction

The aim of this report is to provide an overview of my experience of orientation week at Kingsland Language School. In particular, it will describe in which respects orientation week has been a positive experience. It will also consider aspects of orientation which were somewhat disappointing and propose measures that could be adapted to improve the situation.

First day interview

I was made to feel very welcome by the person who interviewed me because even though I knew that the aim of the interview was for her to assess my English abilities, I felt reassured by her friendly manner. She took time to go through my test with me, and carefully explain how students were placed in different classes.

The Learning Centre

I was particularly impressed with our introduction to the Learning Centre, and its state-of-the-art facilities.

Social Programme

The Social Programme leader seemed very knowledgable about places of interest in the area, and I really appreciated the fact that we were given a map showing the local cultural attractions as well as affordable places to eat out. On the other hand, the session felt rather rushed, and it was not clear how and when we would be able to make bookings for events.

Recommendations

All in all, orientation week offered some valuable opportunities to settle in to school life. However, in my opinion, the school should provide some more information online about the social programme, including a schedule of planned events, pricing and times when the social programme office is open.

Examiner's comments

Content: The task has been completed reasonably well. The student has clearly addressed the three elements of the task (the positives, any issues, and recommendations), and gone into some detail in the section on 'First day interview' and 'Social Programme'. The section on the Learning Centre could be extended, and more information provided.

Communicative achievement: The target reader would be fairly well informed. The register is appropriately formal throughout.

Organisation: Report features are included and the writing is appropriately paragraphed. However, sentences are sometimes too long; they would benefit from more punctuation or could be turned into shorter sentences more appropriate for the genre of report writing: e.g. *I was made to feel very welcome by the person who interviewed me because even though I knew the aim of the interview was for her to assess my English I felt reassured by her friendly manner. / The Social Programme leader seemed very knowledgeable about places of interest in the area and I really appreciated the fact that we were given a map showing the local cultural attractions as well as affordable places to eat out.* The use of the phrases *on the other hand* and *In my opinion* are more suitable to a discursive composition.

Language: There is evidence of a range of vocabulary and tenses in use, with good use of adjectives and adverbs. There are a couple of language errors: misspelt word *knowledgable*, and the use of *adapted* instead of *adopted* to form the collocation with *measure*. However, these do not impede communication.

Mark: Good pass

3 REVIEW

Reading and Use of English Part 3 Word formation

1 unaffordable **2** comparatively
3 independently **4** increasingly

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5 controversial **6** invasion
7 accessible **8** advantageous

Reading and Use of English Part 2 Open cloze

1 go **2** even **3** It **4** Having **5** to
6 with **7** However **8** took

Reading and Use of English Part 4 Key word transformation

1 we had never gone

2 you had kept my news secret

3 would prefer to have given / would have preferred to give

4 not for his strange sense of

5 should/if you happen to come / if you should happen to come

6 would probably not have / probably would not have come/jumped

Pronunciation Sentence stress

2

1 True

Stressed nouns: *bike*, *wonder*, *phone*, *mind*, *savings*, *grass*, *garden*, *attention*, *instructions*, *concert*

Stressed main verbs: *lent*, *got*, *keep*, *talking*, *concentrate*, *supposed*, *help*, *answer*, *let*, *explain*, *change*, *survive*, *rain*, *paying*, *understood*, *wish*, *gone*

The verb *to be* is not usually stressed, except in the negative form (*If it weren't for my savings*).

Stressed adjectives: *sure, able*, *dry*

Stressed adverbs: *sooner*, *just*, *only*, *completely*. The adverb *there* (1) is not stressed.

Question words, such as *How* (sentence 3)*, What*, *Why,* etc, are also usually stressed.

2 False

Some are *not usually* stressed. Examples: *would* (1, 4, 6);
have (1, 7, and *'ve* in 8); *been* (7).

Note, though, the following exceptions: *will* in 2, where *will* means *insist on* (and the speaker is expressing annoyance); *had* in 7 for emphasis in an inversion. Also, modal verbs such as *might* (7) and *could* (8) are usually stressed.

3 False

Negative forms of auxiliary verbs are *usually* stressed: *can't* (2); *won't* (3); *weren't* (5); *wouldn't* (5).

4 True

Unstressed prepositions: *for* (5); *in* (6); *to*, *with* (8)

Unstressed articles: *the* (6, 8)

Unstressed pronouns: *I*, *me*, *you*, *it*

Other unstressed words include *if*, *your*, *to (with infinitives)*, *my* and the verb *to be* in the positive form.

4 ALL IN A DAY'S WORK

Vocabulary *Point, use, purpose* and *advantage*

1

1 advantage **2** pointless/useless
3 purpose **4** useless **5** disadvantage
6 purpose **7** useful **8** point
9 use **10** point/use **11** advantage
12 purpose

Listening Part 4 Multiple matching

2

1 D **2** F **3** H **4** A **5** G **6** B **7** D
8 F **9** C **10** G

Language focus Gerunds and infinitives

1

1 g **2** d **3** f **4** a **5** b **6** e **7** c
8 h

2

1 determination; effort **2** tendency; attempts **3** willingness; ability

3 Ready for Grammar

1

1 b *let me leave/allow me to leave*; 'let' is followed by an object and the infinitive without 'to'. 'allow' is also followed by an object but is used with the full infinitive.

2 a *adjust to sharing*; 'to' is a preposition in both sentences and is therefore followed by the gerund.

3 a *It's not worth making*; 'It's not worth' and 'There's no point' (and 'It's no use') are all followed by the gerund.

4 b *would like you to be*; 'would like' (+ object) + infinitive. The use of the possessive adjective 'your' before a gerund (*appreciate your agreeing*) is typical of more formal English. The object pronoun 'you' would also be possible.

5 b *stop ringing*; 'stop + gerund'; 'stop' can be used with the infinitive of purpose, meaning 'you stop doing one thing in order to do another', e.g. 'He stopped eating (in order) to answer his phone'. This is not the case here in sentence b. ('start' can be used with the infinitive or the gerund, with no difference in meaning.)

6 a *mind going*; 'mind' + gerund

7 b *recommended him to have / recommended having / recommended (that) he (should) have*; the infinitive is only used with 'recommend' if 'recommend' is followed by an object.

8 b *breaking / having broken*; 'admit to doing something'. In this case, 'breaking' would be a more elegant answer, avoiding the repetition of 'have' and 'having'.

2

1 refusal to work overtime came

2 isn't worth reading

3 has no desire to apply

4 made a big effort to give

5 appreciate you[r] coming / appreciate it that you came

6 couldn't help laughing

7 had better leave now so you

8 have (some/great) difficulty remembering

9 were made to say

10 to her brother being

Writing Part 2 Formal email or letter

1

Task requirements: The writer should outline their skills and qualities, and say how they hope to benefit from doing work experience.

Skills/qualities: *I regularly support/ assist with the set-up of cultural events at my college*; *following the instructions of the event co-ordinator and reporting back*; *use/exploit my initiative*; *combine/ collaborate closely with my peers*; *negotiate/compromise solutions*

How writer will benefit: *It would provide/ supply me with a clearer insight into how large-scale events are managed.*; *I could learn more from the senior staff about the contemporary artists that are being exhibited.*

2

express, assist, use, collaborate, negotiate, enhanced, develop, responding, provide, welcome

3

1 Tentative language: *It would*

2 Use of nouns instead of verbs and adjectives: *a clearer insight*; *the set-up of*; *the opportunity to*

3 Use of passive: I *was asked*

4 Vocabulary: *assure* instead of *promise*; *consider* instead of *think*

4 Sample answer

Dear Mr Allis

I am writing in response to your advertisement for English teachers on your volunteer programme.

As you can see from my enclosed resume, I have a degree in English Literature and I also have a certificate in teaching English language to young learners. As regards experience, I have been teaching English to children in my hometown for several years. Their age range is from 5 to 13 years, and their abilities are all different. As their private tutor, I try to balance serious learning with some games and activities to keep them motivated. I believe that praise and positive words keep

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them interested and willing to work hard. Furthermore, some of my students do not know how to write in their own language, so I sometimes need to teach literacy and basic handwriting skills, too.

I believe I am a patient, enthusiastic teacher who gets a lot of satisfaction when her students succeed. I also think that I am flexible and open to new adventures. Working in a remote place would be a good challenge to me.

I wonder if you could tell me where your schools are located, how long a typical placement would be, and when the next programme starts? I am open to working anywhere and I could commit to working for you for up to 12 months.

I would really love the opportunity to take part in a programme like this as I would really like to make a difference in the life of young people and to help them achieve their goals.

Yours sincerely

Marissa Diaz

Examiner's comments

Content: All content is relevant to the task and the reader would be fully informed. The writer responds to all three elements, and also asks some appropriate questions about the programme.

Communicative achievement: The writer effectively uses the conventions of formal letter writing to hold the reader's attention. The register is consistently appropriate and formal in tone. The letter would have a positive effect on the reader.

Organisation: The letter is well-organised and coherent. Each paragraph is concerned with one aspect of the task, which makes it easy for the reader to follow. Cohesive devices are used in a natural way.

Language: There is a range of vocabulary, including less common lexis, which is generally used in an accurate way and to good effect: *I try to balance serious ...*; *literacy and basic handwriting skills*; *I am open to working anywhere*. A range of grammatical forms is used with control and flexibility: *As regards experience*, *I have been teaching ... for several years*; *I wonder if you could tell me where ...*; *I could commit to working for you*. Errors are minimal and have no impact on communication: *a good challenge to me*; *in the life of young people*.

Mark: Very good pass

Reading and Use of English Part 6 Cross-text multiple matching

2

1 The central theme of the four texts:

Setting up a business as a young person

2 Relevant words to underline in the questions

shares an opinion with A regarding the awareness of risk among some young entrepreneurs

expresses a different view to C about whether the advice of older people in business is useful to young entrepreneurs?

takes a similar view to B on how failure ought to be viewed by young business owners

3 References to the value of work experience before setting up a business

B Furthermore, as business owners, young people will be responsible for things like human resources management and branding – responsibilities they are unlikely to have as recent graduates in someone else's company. For this reason, it is better to dive straight in and acquire the skills necessary to run their own business.

C This is why young would-be entrepreneurs must avoid jumping in headfirst. Whether it's a job in a fast food restaurant or doing machine work in a factory, starting at the bottom will teach you the value of money, respect for co-workers and management, how to manage customers and so on.

D A typical job has little to offer the would-be entrepreneur, as it often requires an employee to repeat a limited number of tasks. In a start-up, however, a young person will, by necessity, be engaged in multiple roles per day, such as doing the accounts, enhancing product design and seeking new marketing opportunities. There is no reason, then, to waste time in regular employment.

3

1 C **2** D **3** B **4** A

Listening Part 2 Sentence completion

2

1 pressure **2** team player **3** sauce
4 detail **5** taste memory **6** social life
7 recipes **8** (more) media opportunities

Vocabulary Body and movement idioms

1

1 back **2** walk **3** kick **4** head
5 stomach **6** keep **7** hand **8** leap

3

a 3	b 8	c 1	d 5
e 6	f 2	g 7	h 4

Language focus Comparisons

1

1 than **2** One **3** The; the **4** as; as

3

1 a great deal **2** far **3** just **4** slightly
5 much

4

1 like **2** As **3** like

5

1 such **2** so **3** so

6

So is followed by adjectives and *such* is followed by an indefinite article in the examples given in the Coursebook.

7

1 better **2** like; near **3** as **4** much
5 long **6** close

8 Ready for Grammar

1

1 worked **as** a security guard
2 **as** his sense of humour
3 anywhere **near** as hard
4 a great **deal** more convenient
5 **so** hugely successful
6 in much the same way **as** certain types of plant

2

1 such **2** later **3** too **4** less
5 nowhere **6** same

4 REVIEW

Vocabulary Phrasal verbs

1 Check **2** cover **3** see **4** talked
5 cut **6** put/puts **7** turned/came
8 pay **9** caught **10** lets **11** comes
12 starting

Reading and Use of English Part 4 Key word transformation

1 take/last as long as it

2 far the most interesting (one/project) (that)

3 had such an impact on

4 though things did not/didn't go as

5 to take (full) advantage of

6 near as bad as

Language focus Gerunds and infinitives

1 going; trying; to get; to go **2** eating; trying out/to try out **3** noticing; asking
4 not to keep; to think **5** giving; to come; talk **6** agreeing; to help; to set; to do
7 to enter; cutting
8 to claim; seeking

Pronunciation Intonation: rising and falling tone

1 Possible answer (For a more complete answer, see Exercise 2.)

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a The speaker uses a rising tone for all items in a list except the last one, and at the end of other clauses and sentences in the middle of their turn.

b A falling tone is used on the last item in a list, and at the end of the speaker's turn.

2

rising, falling; rise, falls; rising, falling

4

1 He came home from work, grabbed a bite to eat, got changed and left.

2 I agree it's a good job, but it's just not what I want to do for the rest of my life.

3 Even though we're not related, I still think of you as my brother.

4 During my gap year, I travelled round Europe, worked on a farm in Peru and spent three weeks on a beach in Thailand.

5 We may not always see eye to eye, but I value your opinion above anyone else's.

Ready for Reading

Reading and Use of English Part 5 Multiple choice

2

1 B **2** A **3** C **4** B **5** D **6** C

3

1 lend **2** casts **3** question **4** points **5** mocks **6** undermine **7** refutes

Reading and Use of English Part 6 Cross-text multiple matching

4

1 D

A What has to be recognised above all else is the Vikings' technological ability in boatbuilding and navigation, to which seafaring nations owe a debt of gratitude whether they realise it or not.

B The Vikings were one of the world's greatest seafaring peoples ... who must be singled out because of their enormous influence on boatbuilding and navigation skills, even down to the present day.

C ... master boatbuilders whose technological know-how was a turning point for ship design and construction in Europe.

D While the Vikings' seafaring techniques cannot be underestimated, it is their contribution to language and artistry that has, to my mind, made the greater and more enduring impression on our European culture.

2 C

A The idea of war-like Vikings, sailing in constant search of villages to loot and burn, gained widespread popularity in the 18th century. It is, however, an idea that does them no justice and must be dismissed.

C ... that our clichéd images of the Vikings as mere thieves can be dispelled. This is vital if we are to admire these peoples for what they truly were ...

3 A

A Unfortunately, myths surrounding the Vikings have acquired such power that certain modern historians have been unable to resist turning assertion into fact, attributing purposes to relics for which there is no support, and imposing their interpretations of ritual when there is no truly reliable record.

D ... based on unbiased investigation of original artefacts and objective interpretation of excavation sites. I choose such adjectives because the process of Viking research has not always been conducted in these ways.

4 B

A On our own journey of discovery, we must stick with the facts, in particular when it comes to the limits of Viking territory. Reaching North America was a triumph of sailing know-how, courage and ambition. To imagine that they went further is, at best, wishful thinking.

B ... they went beyond North America and Asia and reached the Australian continent long before other European explorers. Despite the refusal of many scholars to even consider this proposition, the proof is there ...

C They were able not only to sail around the coastlines of Europe and North Africa but to reach distant Asia and North America. Some researchers have claimed evidence of Viking migration further afield, but this remains contentious speculation.

D Even now, the current contention that the Vikings beat the Europeans to Australia shows how keen some Viking 'authorities' are to promote their own theories regardless of the truth.

Reading and Use of English Part 7 Gapped text

4

1 E **2** G **3** C **4** F **5** A **6** D
B not used

Reading and Use of English Part 8 Multiple matching

1

At the beginning, the writer says that the genre of biography is in 'a very poor condition'. She implies that modern biographies are only concerned with facts and are not well written. By the end of the article, she has changed her mind and says that 'more and more interesting books are being published which deal with the lives of others'. She suggests that they are not always marketed as 'biographies' but they are still biographical.

2

1 C **2** A **3** B **4** D **5** D **6** B **7** C **8** D **9** C **10** A

3

1 disillusioned **2** remorseful **3** resigned **4** resentful **5** sceptical **6** reluctant **7** appreciative **8** cautious

5 GETTING ON

Listening Part 3 Multiple choice

1

1 C **2** A **3** B **4** A **5** C **6** D

Reading and Use of English Part 8 Multiple matching

2

1 C *my brother and I were poles apart, so comprehensively different in character and temperament that we rarely found common ground*

2 D *I worry that I shall pass these miserably dysfunctional behavioural patterns down to my two daughters ... I would be distraught if they ever fell out*

3 B *If their rivalry continued into adulthood, it was largely because both had their hearts set on a writing career. But Will was by far the better writer, prompting Jonathan to eventually turn to the world of business.*

4 A *Sibling rivalry is as old as the hills, and you need only glance at weekday morning talk shows to be reminded that fighting amongst brothers, sisters and the parents who they blame, if not quite compulsory, then is certainly expected of us all.*

5 C *Today they enjoy a mostly harmonious relationship, specifically, Jonathan suggests, because of their children. 'We know that it really upsets them if he and I fight, and so we don't, mostly. If they see us not getting on, it is effectively like saying it's OK to give up on your brother. And neither of us wants that,' says Jonathan.*

6 D *I finally turned eighteen, meaning that with a newly acquired driving licence and a job, I was able to move out. This breathing space from one another brought the pair of us an overwhelming sense of relief.*

7 B *The overriding factor, it seems, is that the arrival of a younger sibling often brings with it a brand new sensation for the elder: hatred. This is, after all, the point at which we, the senior, ... learn that life isn't fair after all. And if we are then subsequently treated differently by our parents, however unwittingly, that hatred can be expected to run deep.*

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8 C *Because my working mother had to leave us children home alone ... the days dragged on forever. She pleaded with me to keep an eye on him and begged me to keep him out of mischief. He was a burden I fiercely resented.*

9 A *I think I can now confidently predict that there is zero chance of us ever resolving our differences.*

10 B *any hope of us declaring a long-term ceasefire tends to arrive only in our declining years, when all the fight has finally deserted us.*

Vocabulary Verb + noun collocations

1

avoid arguments, make peace, resolve our differences, declare a ceasefire, find common ground

2

resentment has built up

But what sparks it all off?

give up on your brother

move out (from home) – no noun

fall out – no noun

3

build up – increase

spark off – cause to happen

give up on – to stop hoping that the relationship with the brother will improve

move out – to leave home and find somewhere else to live

fall out – to argue and no longer communicate with each other

Language focus Reference, substitution and ellipsis

1

1 *this* = not communicating with his brother / not being able to resolve their differences

2 *such* – refers back to paragraph 2 in section B – references to Will Self's intellect and genius

3 *then* = at that point in the boys' lives, when they were young and still at school

4 *as did* – refers to other parents having the same habit of leaving children at home by themselves

2

1 so **2** not **3** do **4** ones
5 those, one **6** This

3

1 fight **2** she

4 Ready for Grammar

1

1 A Do you think you'll be home before midnight?

B I should be ~~home before midnight~~.

2 I asked him to play a tune on the piano but he said he didn't want to ~~play a tune on the piano~~.

3 She always comes to class on Tuesdays, but she hardly ever comes ~~to class~~ on Thursdays.

4 He left without saying goodbye.
I have no idea why ~~he left without saying goodbye~~.

5 A I have a feeling he was sacked from his last job.

B Yes, he might well have been ~~sacked from his last job~~.

6 He told me to apologise to her, but [omit: ~~I'd already apologised to her~~] [replace with: I already had *or* I'd already done so.]

2

Possible answer

For most of **her** working life my mother taught chemistry in a secondary school. She always said the reason she had entered the teaching profession was because her father had virtually forced her **to** (**do so**). **Her parents were both teachers** / **Her father was a teacher and so was her mother**, though she herself had no intention of becoming **one**. However, whereas my grandmother felt that my mother should only follow in their footsteps if **she wanted to** (**do so**), my grandfather was determined that she should teach for a living – **so she did**.

She'd actually like to have become a pharmacist and run her own business, but she wasn't sufficiently qualified (**to do so**). Apart from **this**, she might well have had problems raising the necessary capital, and if she'd asked her father to lend **it to her**, he probably wouldn't have (**done so**). I think my mother resented my grandfather for the pressure **he** had put on her, and **she** always encouraged me to make my own decisions. I **did** (**so**) – and now I work as a teacher, and my son **does**, **too**!

5

1 do I **2** have I **3** not **4** be **5** have
6 do

Vocabulary Relationships

1

1 a/b get **2** a/b put **3** a/b had
4 a turned b turn **5** a/b took
6 a/b look **7** a kept b keep

2

1 a positive **b** negative
2 a negative **b** negative
3 a negative **b** negative
4 a negative **b** negative
5 a negative **b** negative
6 a positive **b** negative
7 a usually slightly negative **b** positive

Listening Part 1 Multiple choice

1 B **2** C **3** A **4** A **5** C **6** B

Language focus Relative clauses

1

a who **b** which **c** which **d** whom
e which **f** –

3

1 a – Scott **b** – an occasion **c** – All that precedes the gap, i.e. the fact that you don't just learn the part, you live it. **d** – young actors she worked with **e** – the new play

2 c, **d** and **e** contain non-defining relative clauses, but **a** and **b** contain defining clauses.

3 *who* and *which* in **a** and **b** respectively

4 *which* or *that* – In a defining relative clause such as this, if the relative pronoun (here: *which* or *that*) refers to the object (*an area*) of the verb in the relative clause (*I'm familiar with*), the relative pronoun can be omitted.

4 Ready for Grammar

1 & 2

1 I went walking with my husband at the weekend, **which** is something **which**/**that**/– we haven't done for a long time.

2 The novel is set in Kaunas, **which** at that time was the capital of Lithuania. The initial chapters focus on Vitas's father, **whose** fiery temperament had a lasting effect on the boy.

3 What I'd like to know is what happened to that boxer **who**/**that**/– she was seeing. Are they still going out together?

4 He left all his money to a woman **who**/**that**/– had never shown him any affection. The reason **why**/**that**/– he did this has never been fully understood.

5 Her mother, **who** hated city life, longed to return to the village **which**/**that**/*omit* she grew up in and **where** she still owned a small plot of land.

6 Is there anyone **who's**/**that's**/*omit* got a car or **whose** mum or dad could give us a lift?

Writing Part 2 Proposal

1

Yes

2

B

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3

Activities/verbs	People	Other
transfer (to/from a branch/place)	members of staff	productivity
(not) do their job properly	company	training day
carry out (an interview)	(long-term) employee	training session
lead/organise (a session)	colleague	a policy
have a good rapport	new staff	family
leave work early	staff members	commitments
take time off	workmates	staff relations
make up (hours)		
work from home		
extend their hours		
discriminate against		
resolve (a problem)		
fulfil (the terms of a contract)		

4

a

I recommend this be led by ...

I propose that we create ...

We should indicate ...

I feel that ...

b

... ill feeling has resulted from this.

This sometimes means that ...

In this way, ...

5B Sample answer

Introduction

As a tutor representative of the students in Tonford College, I have recived information from students, in which they explains their experiences and problems in adjusting to college life.

I'm gonna outline the reasons for the problems and suggest to improve college life for our students.

Problems and solutions

One of the most repeated complaints from our students is that they have not chance to communicate with native people, time in college is limited and they say that they do not have time enough to practice oral expression. I suggest to organise with the people of the area different open days, international days, and any kind of cultural events that make native and international students know each other and allow them to exchange opinions and experiences.

Another problem that students complaint about was the leak of appropriate food provided in the restaurant in the college. I suggest a more international menu should be offered so they feel more homely. Also students complaint saying that they don't have time to eat lunch or relax during breaks because they are only 30 minutes long. This means they sometime arrive to class late. I insist the tutors look at timetables to make sure students have at less one hour for lunch. I am certain the atmosphere in class will be better if students get more relaxed in theirs breaks.

Conclusion

As far as I'm concerned you should take my recommendations and then I am sure this problems will resolv and international students will be feeling much more relax in our college.

260 words

Examiner's comments

Content: Reasonable realisation of task. Proposal covers the problems and makes suggestions.

Communicative achievement: The information asked for has been provided, but the tone is inconsistent at times and could be considered rude – *I'm gonna*, *I insist*, *As far as I'm concerned you should take*. The overall effect on the target reader would be negative.

Organisation: The introductory paragraph describes the purpose of the proposal adequately and subsequent paragraphs are reasonably well organised. Effective use of simple linking devices.

Language: The number of basic errors would distract the reader and create a negative effect, e.g. incorrect verb agreement – *they explains*; wrong choice of word – *leak*, *homely*, *at less*; word order – *have time enough*; misuse of the infinitive – *suggest to*; misspelt words – *recived*, *resolv*. The range of language is limited and there is evidence of translation from the candidate's first language.

Mark: Borderline pass

5 REVIEW

Vocabulary Relationships

1 down **2** on **3** on **4** to **5** on **6** in; for **7** to **8** down; on **9** up **10** to

Reading and Use of English Part 1 Multiple-choice cloze

1 C **2** B **3** A **4** C **5** D **6** D **7** C **8** B

Reading and Use of English Part 2 Open cloze

1 not **2** to **3** them **4** since **5** order **6** Despite **7** which **8** without

Language Focus Reference and ellipsis

1 our old one **2** I hope **not** **3** and **neither/nor is** my wife **4** but I do. **5** **If** so **6** It should **be** **7** I **have** already! or I already **have**! or I've already **done so**! **8** love **to** **9** should have **been** **10** he **hasn't**

Pronunciation Contrastive stress

1

1 Tom

2 Sophie

3 cinema

4 Oliver

5 Friday

2

a 3 **b** 2 **c** 5 **d** 1 **e** 4

4

Daniel: the person who phoned

phoned: the method of communication used

grandmother: the person he contacted

yesterday: the day contact was made

job: the subject of the conversation

5 Suggested answers

Student A's questions

1 No, they were all young children.

2 No, they make one every five years.

3 No, he talks about dogs wandering into shot.

4 No, it was their parents.

5 No, she implies that she feels like their aunt.

Students B's questions

1 No, it's the fifth film they're releasing.

2 No, he says they always reflect on what they could have done better.

3 No, he thinks it can be very damaging for them.

4 No, Megan was the camera operator.

5 No, they've just turned twenty-five.

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6 ALL IN THE MIND?

1

Listening Part 4 Multiple matching

1 D **2** G **3** A **4** E **5** B **6** G **7** H **8** D **9** B **10** E

Language focus Passives 1

1

1 *I was sent*. The speaker uses the passive because the situation (being sent to this particular school) is more important than *who* sent him.

2 *Being told*. The speaker is focusing on the action. She's emphasising the impact that the words will have on a child who hears them.

3 *ought to be promoted*. The speaker is focusing on the act of promotion, rather than the promoter.

4 *was home-schooled*. The speaker is emphasising the way she was educated.

5 *should have been kicked out*. The most significant thing to the speaker is the fact that he had to leave the team. It's less important which coach or which manager told him to leave.

2

2 a

3

1 be; past participle

2 ought to; should

3 by

4

1 c (the agent is 'teachers') **2** d **3** b **4** a

5 Ready for Grammar

1

1 have been translated; are/have been read

2 were (all) painted; is (generally) regarded

3 was met; have been devoted; being played

2

1 has been suspended for...

2 to be submitted by ...

3 was raised to treat ...

4 will be used to / is intended to be used to / is going to be used to measure ...

5 get your car fixed by a proper mechanic

6 can be forced to change ...

7 have been offered more ...

6

1 Change to passive; agent required.

The item was written by Steven Ward, former Olympic® athlete and manager of the Hythe sports centre, which sponsored the event.

2 No change. The second sentence begins with given information:
This development.

3 Change to passive; no agent required.

The event could be held in the 2000-seater Mulberry Hall Function Room in Scarcroft Road.

4 Change to passive; agent required.

The survey was carried out during the busy pre-Christmas shopping period by first-year students at Holmbush Business College, who designed their own questionnaire as part of their coursework.

5 Change to passive; no agent required.

I have recently been promoted to the post of Chief Accounts Clerk, in charge of a staff of five.

Vocabulary Intelligence and ability

1

1 a whizz kid **2** brainy **3** She's an awesome illustrator. **4** Joe's (an) ace at tennis. **5** I'm hopeless at cooking.

4

1 practically **2** largely **3** absolutely

Reading and Use of English Part 5 Multiple choice

2

A

3

1 B **2** C **3** C **4** D **5** C **6** A

Listening Part 2 Sentence completion

2

1 [extreme] stress **2** breathing exercises **3** gender **4** food intake **5** natural light **6** face mask **7** relief **8** bacteria

Language focus Passives 2

1

1 The 22-year-old striker is understood to be considering a move to a Spanish club.

2 The band are rumoured to have sacked their (*or* is rumoured to have sacked its) lead guitarist.

3 He was alleged to have been selling stolen goods.

4 She is reported to have been paid over £2 million for her part in the film.

2

1 a We're painting the house at the weekend. (*We're doing it ourselves.*)

b We're having the house painted at the weekend. (*We're paying someone to do it for us.*)

2 c We're getting the house painted at the weekend. (*We're paying someone to do it for us.* – slightly more informal than **b**.)

3 d I had my watch repaired last week. (Someone repaired my watch because I asked/paid them to.)

e I had my watch stolen last week. (Someone stole my watch. I did not ask them to! This use of the structure is for unpleasant events (usually) over which the subject has no control.)

4 became

3 Ready for Grammar

1 Possible answers

1 have had/got this dress/suit **2** to get lost / to have got lost **3** would have/get your eyes **4** of having/getting my ears/nose **5** got caught **6** to get/have the car **7** had/got our house/flat **8** should/ought to/'d better get/have your hair

2

1 is understood to be planning a takeover bid for its rival.

2 are said to have taken place on Monday.

3 motorcyclist is believed to have been travelling at over 100 mph.

4 were thought to be / have been responsible for the outbreak of flu.

5 was/is alleged to have lied in order to protect her boyfriend.

6 are rumoured to be on the verge of splitting up.

Vocabulary Phrases with *thought*

1

1 counts **2** school **3** much **4** second **5** give **6** lost **7** hold **8** train

Writing Part 1 Essay

4 Useful language

1 perform **2** decrease **3** boost **4** deny

5 Sample answer

I believe that technology plays a more important role than testing when wishing to improve standards of literacy in schools. Using technology can give the child a more positive learning experience, whilst testing just points up the mistakes the child is making.

Using technology children can have fun learning to read and write and as long the programs they are using are well designed children will progress without realising they are learning. The teacher can monitor the child's progress and deal about any problems at a later date without interrupting the flow of concentration.

Using the internet to access books is quick and easy so if a child wishes to read a certain book they can download it rather than search the library or bookshop by what time they may have lost interest. Today's generation of children find reading from a tablet more 'cool' and teenagers who are poor readers can read at their own level without worrying about being made fun of.

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I feel that testing has a very limited place in improving literacy standards. In a test situation many children experience anxiousness and will not give their best performance. Although testing can show some of the child's problems these can also be seen by the teacher in individual or group reading or writing sessions.

In conclusion, schools have to decide whether test results which may improve the school's image or using technology in an imaginative way to develop a lifelong love of literacy in their pupils is more important.

251 words

Examiner's comments

Content: All points covered. Good realisation of task.

Communicative achievement: Register is consistently appropriate. The overall effect on the target reader would be very positive.

Organisation: Paragraphing has been used effectively.

Language: Controlled and natural use of language. Minor errors include: incorrect use of particles – *points up*, *deal about*; incorrect word form – *anxiousness*; omission of *as* – *as long*; and misuse of relative pronouns – *by what time*. However, these do not distract the reader.

Mark: Very good pass

6 REVIEW

Reading and Use of English Part 4 Key word transformation

1 has been put off **2** thought to have made **3** house done up **4** being taken for granted **5** fewer/less than six people are required **6** believed to be weak at speaking

Vocabulary

1 strong **2** poor **3** gift **4** bright
5 promising **6** On **7** give **8** lost

Reading and Use of English Part 3 Word formation

1 application(s) **2** strengthening
3 analytical **4** typically **5** creativity
6 participants **7** inefficiently
8 findings

Pronunciation *augh* and *ough*

2

/ʌf/ tough enough rough

/ə/ thorough Peterborough

/əʊ/ though although doughnut

/ɔː/ caught bought naughty ought taught thought

/uː/ through throughout

/ɒf/ cough trough

/aʊ/ drought plough

/aːf/ laugh draught laughter

3

1 thought; through; thoroughly

2 draught; caught; cough

3 tough; taught; naughty

4 ought; doughnuts; bought

5 laughed; throughout; although

6 rough; enough; though

Ready for Listening

Listening Part 1 Multiple choice

1

1 B **2** B **3** A **4** A **5** B **6** A

2

2 *I told them they had to start pulling their weight*

3 *you see this incredible transformation. It's heads down, and pretty much nothing distracts them.*

4 *Give students a bit of freedom to make their own decisions, and you'll find they actually want to succeed.*

5 *But it's hardly uplifting, is it? ... No. Even from the early pages, one has a great sense that all is not going to end well for the central character*

6 *one passage may be written in some kind of ancient English and then the next in a more contemporary manner ... and that can be a little distracting.*

Listening Part 2 Sentence completion

1

1 basement **2** Fine Arts
3 measurements **4** metal **5** eye colour/color **6** (typical) gestures **7** five months **8** oil paint

2

2 d **3** b **4** g **5** a **6** e **7** f **8** c

Listening Part 3 Multiple choice

1

1 C ('I reckoned I'd probably be the first they'd ask to go.')

2 **Suggested answers**

A We are only told by Sandra that the company 'weren't turning over enough of a profit'; she does not comment on her salary.

B Sandra says, 'they were a young, dynamic group' but she does not say she was too old.

D She says, 'I'd never felt so comfortable working in a large size team as I did with that group of people'; she does not say 'I never felt comfortable working in a team'.

3

2 B He says, 'if you only see grey skies and gloomy days ahead, that's what you'll get.'

3 B He says, 'Here at last was someone on my wavelength, someone who looked at life through the same camera lens.'

4 A She says, 'I just couldn't work out what the problem was, given our experience and the way the advertising market was shaping up at the time.'

5 D He says, 'There are too many people who have a say in what you do and what goes into the advert.'

6 C Sandra says, 'we're not entirely certain how things will work out ourselves'. David says, 'Who knows what the future will bring?

4

2

A He mentions working as part of a team ('working in close collaboration with others is an integral part of this business') but he says 'that's always been clear to me' – therefore it isn't something he has learnt from Trenton. He also says, 'I came to realise that you can't rely on other people to make things work'.

C This is a misinterpretation of 'It's a tough old world'. This is not the point being made.

D He says, 'they were moving in a different direction to where I wanted to go and I wasn't comfortable going along with that' but he doesn't say that he challenged their decisions.

3

A His colleagues warned him that it would be a risk, but there's no reference to him enjoying risks. He says, 'I thought it was time to live a little dangerously for a change' – telling us he wasn't used to taking risks.

C We don't know this; we are only told she was 'a complete unknown'.

D Although they met through a mutual friend, there is no mention that the friend recommended Sandra to him.

4

B She doesn't lose confidence. She says, 'you can't afford to let things like that get you down'.

C She doesn't lose her temper. She says, 'throwing a tantrum in a bank manager's office is never a good idea'.

D She says she doesn't want to bother David, but doesn't mention the possibility of David losing faith in her.

5

A This is a likely idea given the context, but is not present in the text.

B The opposite is true. He finds that having 'a greater budget ... than for normal TV work' is a positive point.

C The point made about the clients is that they have too much of a say in the content of an advert, not that they have unrealistic expectations.

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6

A This idea is suggested but then contradicted by 'It's not that we're not willing to ...'.

B & D For both of these, the opposite is true – 'I imagine we'll be looking at our long-term growth, but at the moment we're concentrating on consolidating our position, rather than branching out (expanding) and diversifying (moving into other areas).'

Listening Part 4 Multiple matching

1

1 F **2** C **3** H **4** E **5** A **6** D **7** F **8** G **9** B **10** H

2

1 *all I wanted was the chance to get out of the house and give myself a break*

2 *my thinking was that she could give me some insight into some of the local customs*

3 *it was my friend that'd really wanted us to go, and I let her talk me into it. She wouldn't have had the confidence to walk into a room full of unfamiliar faces by herself.*

4 *I achieved what I set out to do, meaning I no longer have to sit behind a bank counter all day.*

5 *you have to take a refresher course every two years if you want to stay certified ... so I haven't really got any choice but to go along and repeat the training.*

6 *the teacher would only explain something once, and then assume we'd got it.*

7 *It was a year of messing about, and no sense of purpose.*

8 *if there's one thing I'm uncomfortable doing, it's having to collaborate on a project, ... But that's what the tutor always had us doing.*

9 *they'd break off and start talking about ways to manipulate people hoping to sell their home. That kind of approach is crossing the line.*

10 *the guy running the course this time really wound me up.*

3

6 E *Compared to some people in my pottery class, I was definitely the beginner. They were making complicated vases and massive plates, and I was just trying to get the hang of a basic bowl.*

7 A *He'd hand out a worksheet now and again, but the exercises were totally random.*

8 H *But that's what the tutor always had us doing. That's not to say she didn't less us express ourselves, though.*

9 C *The tutor would occasionally set up some kind of role play, a mock interaction between us and a client*

10 B *At one point, I was just on the verge of saying something, but this woman, a colleague of mine, said to let it go. I think she's the kind of person who avoids conflict – whereas I'd rather stand up for myself.*

7 FEELING GOOD

Reading and Use of English Part 5 Multiple choice

2

1 C **2** B **3** E **4** A **5** D

3

1 A **2** C **3** D **4** A **5** D **6** B

Speaking Part 4 further discussion

1 significant **2** refreshing **3** leap of faith **4** give up on **5** welcome

Vocabulary Risk and health

1

1 misfortune **2** limb **3** edge **4** death **5** thrills

2

1 tooth, bone **2** ankle, wrist **3** nose **4** shoulder, hip, jaw **5** ribs, thigh **6** glands, lips, feet **7** stomach

Reading and Use of English Part 1 Multiple-choice cloze

2

1 B **2** D **3** A **4** D **5** A **6** B **7** D **8** C

Writing Part 2 Review

2

An examiner would be looking for:

- comparisons between the two products, e.g. quality, features, durability, price
- a description of the likely consumer, e.g. health conscious middle-aged person, young person preparing for a major fitness event
- a clear statement about which product the writer thinks is best, and why

3

All content is relevant, and on the whole, the reader is fairly well informed. The candidate makes clear in the first paragraph who the product would appeal to (*If you care about the environment*, *green-minded consumers* ...) and compares the products in several different ways (*smaller*, *larger*, *easier to hold*, *$4.50/$5.00*, *bristles were too soft*, *taste a bit unpleasant*). However, it is not clear from the final paragraph which of the two products the candidate recommends. As a result of this, the reader would not be fully informed as to which product they should buy.

4

1 probably **2** slightly **3** pretty **4** apparently **5** certainly **6** hopefully

5

1 *it was ... <u>smaller than</u> I expected*; *it was <u>larger and easier</u> to hold*; *It retails for <u>slightly more</u>, at $5.00.*

2 *with their advertising promising*

3 *<u>If you care</u> about the environment, a toothbrush made of bamboo <u>will ... sound</u> like*

4 *it <u>did last</u> for a few months*; *I <u>did find</u> the taste a bit unpleasant.*

5 *<u>which ... helps</u> get rid of bacteria*; *<u>which is</u> ... not biodegradable.*

6 *it <u>was delivered</u>*; *<u>were 'infused</u> with charcoal'*; *only the handle <u>is made</u> of bamboo*; *The bristles <u>are made</u> of nylon.*

7 Sample answer

<u>Review: Lakes Fitness Centre</u>

Do you want to work out in a bright, friendly and positive environment? Then maybe you should try out Lakes Fitness Centre on Bridge Street. Membership at the centre is reasonably priced, and there is a wide range of equipment and training machine. But in my opinion, the reason for its popularity is more to do with the staff. When you walk in, you are always greeted by name and made to feel welcome. There are personal trainers who will plan a workout routine for you. They encourage you and really try to help you achieve your fitness goal. You can also take part in different type of classes – from yoga and pilates to kick-boxing and Zumba®. The instructors in these classes make you work hard but they also make it fun. The other thing that makes the Lakes Fitness centre different from many others is that you have a fantastic view of the lake! So if you are on your training bike or running machine and your motivation is low – just look out the window! The fitness centre appeals to all kind of people. You see college students working out with the weights and you can see people in their seventies going to yoga. Because it's open 24/7, some professionals go to the centre before they go to work, or after they come home. The only thing the centre needs to improve is the main studio's air conditioning. Some classes are so popular and it can get extremely hot!

Examiner's comments

Content: Good realisation of the task. The writer makes it clear that he is most impressed by the staff – and secondly, the view. He explains who the centre will appeal to. And he makes a recommendation *[improve ... the main studio's air conditioning].*

Communicative achievement: The conventions of review writing are used to convey simple ideas effectively and hold the reader's attention. The opening sentence directly addresses the reader of

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the health and fitness magazine. *Do you want to work out in a bright, friendly and positive environment?* The review ends a little abruptly, but overall, the tone is positive throughout.

Organisation: A variety of simple cohesive devices are used to good effect. However, it would be easier for the reader to notice the main points and see where new ideas are introduced if paragraphs had been used.

Language: There is a range of vocabulary which is generally used effectively and precisely: *bright, friendly and positive environment*; *Membership ... is reasonably priced*; *plan a workout routine*. A range of grammatical structures, both simple and complex, is used with control and flexibility: *the reason for ... is more to do with*; *you are always ... made to feel welcome*; *You see ... working out*. Slips with plural forms do not impede communication: a *wide range of ... training machine*; *different type of classes*; *all kind of people*.

Mark: Good pass

Reading and Use of English Part 6 Cross-text multiple matching

2

1 D

C *McPherson has also rather limited his readership by focusing on the middle-class and employed; a misjudgement, to my mind.*

D *For my part, if the case studies presented had reflected a wider section of society, McPherson's work might indeed merit a public service award.*

2 B

A *... one wonders how much McPherson has relied on the work of others in the field in order to lend his book more substance.*

B *... McPherson offers some genuinely refreshing insights into what creates a balanced 'whole' person ...*

C *... not a particularly pioneering work ...*

D *... the book offers little that is new in terms of theory and concept ...*

3 B

A *... there are occasions when extreme claims are left unsubstantiated; ... although the rationale for this line of thought is hard to pin down.*

B *Why this should be the case – when the opposite is not – is a point that McPherson does not back up with hard evidence.*

4 C

A *... offering practical steps for confidence-building ...*

B *... a set of sensible key strategies for 'appreciating your own worth' that can readily be put into practice.*

C *Less convincing are some of the strategies McPherson puts forward for dealing with self-confidence issues within the family hierarchy.*

D *Life skills will be enhanced by following his simple recommendations ...*

Word formation Verbs

1

1 specialise summarise validate modernise commercialise

2 classify exemplify simplify purify generalise/generalize

3 differentiate qualify captivate evaluate assassinate

4 characterise stabilise familiarise dominate computerise

5 strengthen sadden enrich deafen heighten

2

disappear, reappear

mishear, overhear, rehear

overload, reload, unload

outnumber, renumber

misread, reread

misuse, reuse, overuse (disused and unused – both adjectives)

3

1 evaluated **2** deafening
3 disqualified **4** outnumbering
5 familiarising/familiarizing **6** outlived
7 validated **8** ensures

Listening Part 3 Multiple choice

1 C **2** D **3** A **4** B **5** B **6** A

Language focus Reported speech

1

Tense changes: can → could, went → had gone

Word order with questions: what can people ... → what people could

This year → that year

2

1 **Rowena said/explained that** when she **met** up with **her** friends, **she would** often start with all the stuff that **was** bothering **her**.

2 **Jesse said that he could** look back and remember the fun **he had had**, and **that** nobody **could** take that joy away from **him**.

3 **The interviewer asked whether** recording the podcast **had affected Jesse/them** in any way, and **Jessie replied/answered that** it **had been** helpful for **him**.

3

1 c **2** b **3** a **4** d

4

ask: 1, 2, 4 demand: 2, 4 encourage: 1, 3 offer: 2 persuade: 1 recommend: 1, 3, 4 threaten: 2

5

1 for **2** on **3** of **4** against **5** to

6 **Ready for Grammar**

1

1 admitted; had sold; pointed out; had given

2 predicted; would be; warned; might be

3 concluded; had to; reminded; didn't/did not; would go

4 announced; intends; stressed; had/has not

Note:

This 'back tense' effect is standard and common, but native speakers sometimes mix past reporting verbs with present following verbs.

In 1 *has sold* and *has given* are also possible – present perfect would suggest this is either recent or new information.

In 2 *will* be is also possible if the protest has not yet taken place.

In 3 *must/have to*, *don't*, *will go* are also possible if the speaker is thinking of the future.

2

1 refused, offered **2** denied, claimed
3 accused, complained **4** persuaded, encouraged **5** complimented, congratulated **6** suggested, argued
7 urge, convince **8** told, assured

3

1 **a** he would cut; **b** to cut

2 **a** he had always loved; **b** having always loved

3 **a** hadn't stolen it; **b** having stolen it

4 **a** was paid; **b** to have been paid

5 **a** she could take; **b** his name not

6 **a** had been abducted; **b** have been abducted

7 **Students' own answers**

7 REVIEW

Reading and Use of English Part 3 Word formation

1 tiredness **2** combinations
3 noticeably **4** unwanted **5** purify
6 sharpen **7** immunity **8** memorise/memorize

Vocabulary Risk and health

Across: **1** pain **4** immune **6** stomach **7** fever **8** tooth **10** nose **11** limb

Down: **2** ankle **3** complaint **5** muscle **7** foot **9** thigh

Language focus Reported speech

1

1 having **2** about **3** need **4** them **5** of

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2 Possible answers

1 She insisted we go and visit them / She invited us to visit them sometime and assured us we would love it there.

2 He apologised/apologized for not phoning earlier and explained that he had been very busy.

3 He warned her that it was a very dangerous part of town and urged/begged her not to go there on her own.

4 She recommended he wear / advised him to wear gloves on the run the next day, and reminded him to do some warm-up exercises beforehand.

5 She predicted it might rain at the weekend, but promised to take them all to the funfair if it didn't.

Pronunciation

Connected speech: intrusive /w/, /j/ and /r/

4

1 The‿only‿exercise you‿ever get is
/j/ /j/ /w/
when you go‿into the
/w/
kitchen for something to‿eat.
/w/

2 We shared a tray‿of tea‿and cakes and
/j/ /j/
talked through‿our‿ideas for‿a new‿
/w/ /r/ /r/ /w/
office.

3 I want to draw‿a picture‿of the sky‿at
/r/ /r/ /j/
night, but I have no‿idea‿at all how to go
/w/ /r/
‿about it.
/w/

4 If the‿expression "we‿are what we‿
/j/ /j/ /j/
eat" is true, then I'm not
sure I like who I am!
/r/ /w/ /j/

5 We were on our way to our dance class
/r/ /w/
when we saw‿a deer‿in the park.
/r/ /r/

7

pay up > three each > lie in > buy apples > the actor > lay out > high up > he ate > we are > fry eggs

8 THIS IS THE MODERN WORLD

Reading and Use of English Part 7 Gapped text

2

1 B **2** C **3** A **4** G **5** F **6** E

Reading and Use of English Part 2 Open cloze

1 to **2** of **3** may/might/could **4** what **5** who **6** in **7** beyond **8** leads

Listening Part 2 Sentence completion

2

1 marriage **2** mainstream culture **3** (classic) cinema **4** lighting **5** exploration **6** balanced reporting **7** career opportunities **8** logic

Language focus Determiners and pronouns

1

1 one **2** another **3** Many **4** one **5** every **6** both

2

1 determiner **2** pronoun **3** determiner **4** pronoun **5** determiner **6** determiner

3

1 All **2** every **3** Several

4 Students' own answers

5

1 every many **2** another one month **3** no many

7 Ready for Grammar

1

1 Every other year *or* Every two years; each other *or* one another

2 most of **them** play; **none are** very welcoming

3 there's **every** likelihood; **no** intention

4 on **the other** hand; as **much/many** as 20 hours

2

1 lot; little **2** none **3** every **4** Either **5** All; any **6** few; most **7** one **8** each

Vocabulary Cost and amount

1

1 no limit **2** full refund **3** great deal **4** small discount **5** high cost **6** large number

2 Possible answers

1 The details of a competition.

2 A mail order company explaining the rights of customers who are not satisfied with a product they have ordered.

3 A newspaper article about a forthcoming event, such as a concert or sporting contest.

4 A shop offering discount to customers who pay in cash rather than by credit card.

5 A company explaining to retailers the reasons for a recent price increase.

6 A warning letter to an employee whose work or behaviour has been the subject of complaint.

Listening Part 4 Multiple matching

1 F **2** H **3** B **4** A **5** G **6** B **7** E **8** G **9** C **10** F

Language focus Future forms

1

a kids'll be getting **b** we will have managed

2

1 D *I hope she passes* means 'I want her to pass'.

I expect she'll pass means 'I think she'll pass'.

2 S No difference

3 D *Will you come* is a request or invitation.

Will you be coming is a polite way of asking about someone's plans. The speaker is suggesting that the other person, the 'you', will already have decided whether to come or not.

4 D *Hassan might well win the next race* – the speaker thinks there is a strong possibility.

Hassan should win the next race – the speaker expects him to win the race.

5 S No difference, although whereas *due to* refers to only one train, the present simple can be used to refer to the regular daily/weekly service.

6 S No difference. Note that these two structures are more common in the past: *I was about to/on the point of*.

7 D *She's bound to get the job* means 'she's certain to get the job'.

She's likely to get the job means 'she'll probably get the job'.

8 D *They're planning on getting married* suggests they are more decided than in the other sentence.

9 D *The government is to spend* means 'The government will spend'.

The government is expected to spend is less certain.

10 D *That'll be Lorenzo texting me* – the speaker is making an assumption.

That Lorenzo will keep texting me! – the speaker is expressing irritation with Lorenzo's behaviour.

3

In the first sentence, the speaker has probably just heard a text come through on his phone. He is assuming that the sender is Lorenzo – so the time is 'right now/at this moment'.

In the second sentence, the speaker is saying that Lorenzo frequently texts him – and that he doesn't appreciate it.

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4 Ready for Grammar

1

1 C **2** C **3** B **4** A **5** D **6** C **7** A **8** B

2

1 It'll be **2** are leaving **3** bound **4** be spending **5** will be able to **6** should **7** be working **8** could **9** that'll stay **10** just about to

Vocabulary Verbs formed with *up*, *down*, *over* and *under*

1

1 taken control of

2 made more powerful or effective

3 move information to your computer from another computer system or the internet

4 say that something is less important, serious, big, etc than it really is

2

1 *overthrown*. This is the only use of the word – a government, a dictator, etc being overthrown. The meaning is something like 'remove from power'.

2 *downsizing*. This means when a company reduces the size of its operation, in the interests of cost and efficiency.

3 *overrule*. This means something like 'use your superior authority to change a decision' – this could be anyone in a position of higher authority, e.g. a police inspector, a headteacher, etc.

upheld. When a decision that has been questioned is confirmed as correct.

4 *undertook*. In this context could mean 'promise', but also has the sense of 'made themselves responsible for'.

5 *undergoing*. In this context could mean 'having' but generally means something like 'go through an unpleasant process'.

downplaying. Could also be 'playing down', meaning something like 'make it appear less important/serious than it is'.

6 *uprooted*. This means 'leave a place where you have settled down'.

Writing Part 2 Report

2 Possible answers

Technology: a good ratio of computers per student; quality headphones; a good range of audio books

Services: help with making a study plan; the chance to join a conversation practice group; help with homework; advice on which resources to use

3 Suggested answers

1 the room **2** stories/books/audio books/films/DVDs, etc **3** information about exams/tests **4** computers/laptops **5** audio books/audio files **6** magazines/DVDs/graded readers, etc **7** computers **8** the noise level in the room **9** no staff to help

4

1 the school director

2 informative and persuasive

3

Paragraph 1: The aim of the report and how and from whom information was collected.

Paragraph 2: The things in the multimedia centre that should be improved according to the students who responded to the survey.

Paragraph 3: Suggestions for how spending could be reduced in the multimedia centre, e.g. no need to buy newspapers because we can read them online.

Paragraph 4: The concluding paragraph: the writer's final recommendation and positive comment for the future.

4 a clear title, e.g. 'Report on potential improvements for the multimedia centre'

Paragraph 1: Introduction

Paragraph 2: Specific areas for improvement

Paragraph 3: Possible ways to reduce spending

Paragraph 4: Conclusion: Future developments

5

1 point **2** mention **3** increased **4** describe **5** carried out an investigation

6 Sample answer

Report on potential improvements for the Multimedia Centre

Introduction

This report looks at the actual resources and facilities available in Lowcroft Academy multimedia centre. The opinions of students using the centre have been considered in order to do suggestions for improvments. Possible cost cut measures are also being discussed.

One of the main problems which students mentioned was the lacking of space. It is often hard for students to complete their works effectively because there is not enough space. I suggest letting students to use the classroom next-door. This would not cost the school anything and would be appreciated by students.

Secondly, there are insufficient computers and students abuse of the facilities by spending too much time at social networks. It might be an idea to install a filter and only let access to educatitive websites. Also if more sockets were installed in the classroom next-door students could bring their own laptops.

A large amount of students have complained about the headphones being broken, so some new sets should be brought. PC City has some good discounts now so we can buy new ones for a cheap price. Also a system of checking the headphones in and out would encourage students to take more care of the equipments. Finally, many students enjoy reading about the news and one requested thing is that the centre pays an online subscription for some newspapers and magazines.

Conclusion

In conclusion, without spending a lot of money, the multimedia centre library could be improved a lot by letting students to use the classroom next-door, buying a few online subscriptions and controlling the use of computers and other equipments.

273 words

Examiner's comments

Content: The writer addresses the main points successfully. Good realisation of task.

Communicative achievement: Register is consistently formal. The target reader would be well informed.

Organisation: Features of a proposal are included. Paragraphing and simple linking devices have been used effectively.

Language: There are some errors, e.g. in the choice of words – *actual resources*, *do suggestions*, *works*, *amount*, *cheap price*; misspelt words – *improvments*, *educatitive*; verb tenses – *being discussed*; prepositions – *at social networks*; uncountable nouns – *equipments*; and some grammar is rather awkward – *one requested thing*. However, the writer demonstrates a good range of vocabulary – *facilities*, *resources*, *filter*, *sockets*, *headphones*, and a variety of grammar structures – *have been considered*, *appreciated by students*, *take more care of.*

Mark: Pass

8 REVIEW

Language focus Determiners and pronouns

1 another **2** other **3** others **4** few **5** little **6** every **7** each **8** all **9** much **10** either

Reading and Use of English Part 1 Multiple-choice cloze

1 D **2** C **3** A **4** C **5** B **6** D **7** C **8** A

Reading and Use of English Part 4 Key word transformation

1 made the most of

2 deal of research had been

3 of every single one of / made by every single one of

4 would not / wouldn't keep changing/switching

5 highly unlikely to turn

6 is bound to be called

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Pronunciation Connected speech: catenation

1

The final sound of the first word is a consonant; the initial sound of the second word is a vowel.

3

1 a We've got to dance first‿of‿all.

b We've got‿a dance festival.

2 a He took‿it‿all‿apart.

b He took‿a taller part.

3 a I want to pack‿it‿in‿an‿ice box.

b I want‿a packet, tin‿and nice box.

4 a She softens‿it‿in there.

b She's‿often sitting there.

5 a This coffee's bad; I'm making a bit more.

b This cough is bad; I'm‿aching a bit more.

5

1 b **2** a **3** a **4** b **5** a

9 GOING PLACES

Reading and Use of English Part 8 Multiple matching

2

1 B **2** E **3** D **4** B **5** C **6** A **7** E **8** C **9** A **10** D

Vocabulary Describing an adventure

1

1 jungle **2** scenery **3** companion **4** sun **5** stroll **6** earthquakes

2

set out to begin a journey

run into to meet someone by accident/ unexpectedly

kick in to start to have an effect

set off to begin a journey

ring out to produce a loud, clear sound

win through to succeed after great difficulty

turn out to develop in a particular way or to have a particular result

3

1 kick in **2** rang out **3** set out **4** turned out **5** won through **6** set off/ set out **7** ran into

Listening Part 2 Sentence completion

2

1 seasonal tourism **2** uniform **3** financial checks **4** (hotel) department **5** night shift **6** adventure activities **7** (local) restaurants **8** customer loyalty

Language focus Creating emphasis

1

1 *how he managed to inform every department*

2 *night shift that new employees*

3 *wasn't until I began working there*

2

1 I was really impressed by how André managed to inform every department in the hotel about those changes.

2 New employees find the night shift the most difficult to get used to.

3 I didn't realise how huge its hospitality industry is until I began working there.

3

1 an action or series of actions; a noun

2 'the only thing that'

3 a prepositional phrase; a moment in time

4 Ready for Grammar

1

1 I'd like to know is how old she is

2 did was (to) start up his own business

3 was the music (that) I enjoyed most about the film

4 was in June (that) they got married, not July

5 when he took his hat off that I recognised him

6 until I spoke to Jerry that I found out she'd moved

7 I did was (to) switch it on

8 he (ever) thinks about is his precious car

Word formation Alternatives from the same prompt word

1

1 supervisor **2** supervision

3

1 timeless (an untimely death/end)

2 adopted (*adoptive* is not common in English – it is mainly used in *adoptive parents*)

3 deceptive (*deceitful* is used when talking about people wilfully deceiving others, e.g. *deceitful person*, *his deceitful attempt to persuade her*; *deceptive* seems to be used with 'things' or rather abstract concepts, e.g. *deceptive appearance*, *deceptive pace*)

4 supporting (a supportive friend/ colleague/boss)

5 identity (*identity* is about 'who you are' and *identification* is about papers. You show identification to prove your identity.)

6 consulting (a consultative committee/role)

7 hardship (*hardness* is a neutral word – the *hardness* of a metal)

8 advisory (*It is advisable to* = a good idea to)

9 imaginable (an imaginary friend/ situation) (an imaginative child)

10 respective (a *respectable* person is considered by society to be good and proper; a *respectful* person is one who feels or shows respect)

Writing Part 1 Essay

2

1 unregulated **2** Mass **3** endangered **4** employment **5** urban **6** environmental **7** Living **8** community **9** Waste **10** cultural

4

activists: These are people who fight, campaign or protest to achieve social or political change. They might be connected to the tourism industry if they believe local people or the environment are being harmed or exploited.

conservation groups: They might be concerned about the impact of tourism on local wildlife or the environment (the oceans, coasts, forests, etc).

contractors: These are people or companies who are given a contract and paid a fixed price to perform a service or job, especially in the construction industry. A contractor might be paid to build a swimming pool or to install air conditioning, etc.

developers: These are people or a company who buy land in order to construct new buildings. A developer might be connected to the tourism industry because they want to build a hotel, a resort or other facilities for tourists.

policymakers: They could be involved in tourism when they decide when and where hotels or tourist facilities are allowed to be built, who can be employed there, what their working conditions should be, etc.

researchers: They might be connected to the tourism industry if they are analysing trends in tourism or looking at the effect of tourism on local habits, economies or cultures.

residents: These are the people that live in a particular area. They might be affected positively by tourism if jobs are created for them. They might be affected negatively if their environment is destroyed, if local prices go up, or if jobs are only given to foreigners.

5 Sample answer

We all know how important can be tourism for any region. Sometimes it's the only source of money, the real motor of the economy. Anyway, it does not always have only a positive impact.

Very often the first victim is the environment. Big hotels, commercial centres and others attractions do not always respect what there was around before.

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Very often the money is more important than the nature that never complains. Consequently it's time to make us a question: Is it possible to make tourism sustainable? What shall we do to avoid destruction of the environment? I think that there are some solucions for this problem: First of all the local government must be very sensitive to all kind of abuse that might bring a development of such tourist resorts. It must control all kind of permissions related to construction, because if buildings are attractive a good type of tourists will visit the country.

Moreover, the local government should try to achieve employment for local people, It should be one of the most important points of any agreement with any company. If a hotel needs a guide they should have one from the local people. They should also enthuse local people to work in traditional restaurants where the tourists can eat typical food.

I think that sustainable tourism is possible. The question is if we have people good enough to provide it. I hope so, because if not, we might be very sorrow and it could be too late to turn things round.

253 words

Examiner's comments

Content: The writer addresses the main points successfully. Good realisation of task.

Communicative achievement: Register is consistently semi-formal. The use of direct questions would engage the reader, and the reader would have a clear idea of the writer's opinion.

Organisation: Paragraphing and linking devices have been used effectively. Clear introduction and conclusion.

Language: The number of errors shows a lack of control, e.g. incorrect word order – *important can be tourism*; use of pronoun instead of adjective – *others attractions*; awkward constructions – *the nature that never complains*; and word formation – *enthuse*, *very sorrow*. However, none of the errors obscures communication. The writer also uses vocabulary related to the theme – *source of money*, *real motor of the economy*, *victim*, *abuse*, *resorts*, *guide*.

Mark: Pass

Listening Part 3 Multiple choice

2

1 A **2** C **3** A **4** D **5** B **6** B

Vocabulary Anger

1

get on your nerves, get worked up

2

1 heated **2** irate **3** cross **4** seething **5** berserk

3

1 handle **2** temper **3** outburst **4** steam **5** tantrum

9 REVIEW

Reading and Use of English Part 3 Word formation

1 constructively **2** uncontrollable **3** inconvenience(s) **4** expectations **5** assumption **6** arisen **7** respectfully **8** problematic

Vocabulary

1

A Tourism

1 f **2** d **3** e **4** b **5** a **6** c

B Anger

1 d **2** e **3** a **4** b **5** c

2

1 let off steam **2** went; berserk **3** industry; regulated **4** sustainable tourism; achieved **5** throws a tantrum **6** provide; employment opportunities

Reading and Use of English Part 4 Key word transformation

1 was not/wasn't until Paul lost

2 better that we ran into

3 out that none of us had

4 we did was (to) sit

5 not likely / unlikely to set

6 in my mind that Mark set

Reading and Use of English Part 2 Open cloze

1 of **2** without **3** in **4** little **5** according **6** unlike **7** too **8** enough

Pronunciation Chunking

3

The people in the canoe / are definitely looking for an adventure. / The people with the camper van might / also want a kind of adventure / but not in such a wild place. / I think both groups may well have gone there / to get away from their normal life / perhaps to escape the hustle and bustle of the city. / The people in the canoe / probably needed to plan more carefully for their trip. / They're in a more dangerous situation, / I think. / The camper van holiday is not that risky / and maybe it offers more freedom / because they can choose where they go. / If you're on a river / you're pretty much stuck there / and you can't go anywhere else. / Both groups would have needed to pack carefully / because they have limited space / but this is especially true of the people in the canoe.

Ready for Speaking

Introduction

1 range **2** ideas **3** silences **4** paraphrase **5** questions **6** repeat **7** speculate **8** dominate **9** initiate **10** opinion

Speaking Part 1 Interview

2

Ana's contributions are of reasonable length, though they could certainly be developed more. She is clearly hindered by the level of her language: she uses a limited range of vocabulary and her responses are rather inaccurate.

Jan is clearly a stronger student. He develops his responses well, uses a much wider range of language, and in this part of the test at least, there are no inaccuracies. (He corrects himself at one point.)

Speaking Part 2 Long turn

3

Jan's language is very varied, particularly when speculating. He uses a range of modal verbs and other structures for this purpose: *... is looking at her watch probably because ..., She might have thought, she may be thinking, It could also be the start of the match, I suppose , she could be waiting for all the players to come onto the pitch, But maybe not, It's very likely he's waiting for a train – maybe he has an important appointment, it could be that he's waiting.*

Ana, completes her task satisfactorily, though once more her language is not very varied. She opens with *this picture* each time and her language of speculation is limited to the use of *I suppose*, *I'm guessing* and *maybe/perhaps* with present simple or present continuous, or else *seem(s) to be*. She searches for words and uses language inaccurately (e.g. *in the nature*). She doesn't sufficiently answer why the two people are reading the map *together*.

Speaking Part 3 Collaborative task

3

Interaction in this part of the test is very good. They respond to what each other says, sometimes inviting their partner to comment with a question: *Don't you agree? What do you think?* Jan asks for clarification when he isn't sure what Ana means: 'You mean you want to travel around the country for work, or you'd like a job that involves international travel?' which is a sensible and natural strategy to take. There are no over-long moments of hesitation.

When it comes to making a decision in the second task, it's clear that both students have been listening carefully to what the other person has said, and this allows

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them to negotiate and attempt to reach a decision. Ana refers back to the discussion in the first task with phrases such as 'As I said before'.

Ana seems to have gained in confidence and contributes well to the discussion, although she lacks the range of vocabulary and structure that Jan has.

Speaking Part 4 Further discussion

2

In contrast to Part 3, in this part Jan and Ana have not understood that they can and should interact with each other. The interlocutor continually has to prompt them to respond to each other's comments, sometimes leaving a pause, which they fail to pick up on. At one point, Ana tentatively asks, 'Can I say something more?', showing that she is unaware that this is a discussion rather than a simple question and answer session. In her last turn, she does respond to a point made by Jan ('I agree with you') but then limits herself to repeating the same ideas that he has just expressed.

10 HOME IS WHERE THE HEART IS

Vocabulary Describing places

1

leafy – lots of trees

upmarket – posh, expensive (used for residential areas)

steep – expensive (for prices, fees, rents)

run-down – in bad condition

edgy – very fashionable

laid-back – relaxed

handy – useful/convenient

rowdy – noisy/wild

dodgy – unsafe

retro – imitating an era from the past, e.g. the 1950s, 1970s, etc (for clothes, music, fashion)

3

1 c **2** e **3** g **4** b **5** d **6** h **7** a **8** f

Reading and Use of English Part 6 Cross-text multiple matching

1 **C** we must make it more tempting for young people to relocate to suburban areas on the boundaries of Auckland city that are largely underpopulated

A The direction we need to go in, therefore, is to have cleverly designed, compact apartments in the city centre, close to late-opening amenities, galleries and restaurants.

B efforts must be focused on constructing six-storey, mid-rise blocks in the uptown and downtown areas of the city.

D Single-occupancy or units designed for couples, rather than families, are the answer. Therefore, we need to start thinking 'vertical' to make the most of inner-city areas.

2 **B** Another is a vibrant arts scene, and over the last decade, Auckland has gone from strength to strength in this respect, particularly in regard to the international festivals it hosts.

C with more comedy acts, theatre performances and live music events on offer in Auckland than ever before

3 **D** But today a number of iconic structures stand out, towering above the rest – powerful symbols of the corporations that occupy their floors.

A Nor should these apartments be erected in the shadows of the hideous high-rises dedicated to commerce, now ruining Auckland's skyline.

4 **D** Schemes that make it easier for city inhabitants to get about by taking rides with others should be high on the agenda

B Other cities have taken the lead in terms of sharing vehicles, and Auckland must follow suit

Language focus Participle clauses

1

some of the reasons people (who were) *born in other regions of New Zealand*

2

1 Ula borrowed money from her father **and** opened a Polish restaurant on the high street.

2 The two friends were scared by the rise in crime **and so** they decided to look for another flat. *OR* **Because** the two friends were scared by the rise in crime, they decided to look for another flat.

3 **As** I walked / **While** I was walking along the canal, I suddenly heard the sound of live music.

4 **After you have** completed your application form, you then need to attach a photo.

3

As the Grammar reference explains, the subject of a participle clause is usually the same as the subject of the main clause in a sentence. Sentence 2 (a) shows that a participle clause can be given its own subject to avoid ambiguity.

1 Sentence **a** suggests that the police were driving home from the station when they stopped him.

Sentence **b** means that the police stopped him as he was driving home from the station.

Sentence **b** is more likely.

2 Sentence **a** means that Elisa took over all the manager's responsibilities because the manager was ill.

Sentence **b** suggests that because Elisa was ill, she took over all the manager's responsibilities.

Sentence **a** is more likely.

4 **Ready for Grammar**

1 **Possible answers**

1 *After* he won the silver medal in the 100 metres, he went on to take gold in the 200 metres and long jump.

2 The model who is appearing in their advert is wearing shoes which are made of recycled plastic.

3 *If* they are eaten as part of a balanced diet, almonds are thought to protect against heart disease.

4 Mr Brown, *who* was wrapped in a blanket and looked tired after his ordeal, was full of praise for the rescue services.

5 *When* he reached for the sugar, he knocked over his cup *and* spilt coffee over her new dress.

6 *Because* he had never been abroad before, Connell was feeling a little on edge.

2

1 Winning 11 Oscars, *Lord of the Rings: Return of the King* equalled the record held by *Ben Hur* and *Titanic* for the highest number of Academy Awards.

2 Having finally discovered where the leak was, we called in a plumber.

3 The school now has 1254 students, representing a 6 per cent increase on last year's figure.

4 Part of the stadium roof collapsed, injuring six spectators.

5 Not being a parent, I can take my holidays whenever I like.

6 The team has had a disastrous season so far, winning only three of its last sixteen games.

7 Our parents having gone/being away for the weekend, my brother and I had a party.

8 Walking home from school yesterday, I bumped into Alex.

5

1 Living within walking distance of the centre, I rarely use the car.

2 Cycling in to work the other day, I saw a deer.

3 Having never had so much peace and quiet before, we found living here a little strange at first.

4 Situated at the back of the building, our bedroom has some superb views over the rooftops towards the docks.

5 Played at full volume, it really annoys the neighbours.

6 Being a little off the beaten track, the house is not that easy to find.

7 The children having all left home, we decided to move away from the hustle and bustle.

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8 Although not known for its tourist attractions, our neighbourhood does have one or two treasures waiting to be discovered.

6

1 city **2** rural area **3** rural area **4** city **5** either city or rural area **6** rural area **7** rural area **8** city

Reading and Use of English Part 1 Multiple choice cloze

1 A **2** B **3** D **4** B **5** D **6** C **7** A **8** C

Listening Part 4 Multiple matching

1 G **2** E **3** C **4** F **5** B **6** G **7** H **8** A **9** B **10** E

Language focus Noun phrases

1

noun + noun: home comforts, my bank balance, work commitments

noun + 's/s' + noun: my friends' reactions, Manchester's nightlife, December's deadline

noun + preposition + noun: a stack of dishes, any dealings with the couple, a stream of visitors

2 Ready for Grammar

1

1 **b** jar of jam

2 **a** chicken soup

3 **b** the roof of our house

4 **b** a Sunday newspaper

5 **b** a three-day course

6 **a** that shop window/the window of that shop

7 **b** the top of the page

8 **a** the dismissal of a member of staff from the catering department

9 **b** a man of average height

10 **b** new children's clothes

3

1 d **2** e **3** a **4** c **5** g **6** b **7** h **8** f

Vocabulary Expressions with *house* and *home*

1

home comforts – **b** things that make life easier and more comfortable at home, e.g. good meals, a warm bed, a supply of clean clothes

get on like a house on fire – **a** get on extremely well

2 & 3

1 *a* ***home*** *from* ***home*** – used to say that a place is relaxing and comfortable – it could describe a friend's house, a hotel, a cabin in the woods, etc.

2 *on the* ***house*** – used to say that a meal or a drink in a restaurant/café or bar is free.

3 *very close to* ***home*** – a comment, remark or joke that is 'close to home' makes you embarrassed or upset because it is closely related to your personal problems.

4 *eating me out of* ***house*** *and* ***home*** – usually referring to teenage children, and implying that they are expensive to feed because they eat a lot.

5 *Make yourself at* ***home*** – a polite phrase used to make a guest feel welcome.

6 ***house*** *speciality* – a dish that is always very good in a particular restaurant, and which the restaurant is known for.

7 *hit* ***home*** – used to say that someone has finally realised how important or significant something is.

8 *brought the* ***house*** *down* – used to say that a performer received a very enthusiastic response from the audience.

Writing Part 2 Informal email

3

	Email A	Email B
Vocabulary	There are several phrasal verbs, (*hand over*, *run out*, *head down*) and informal expressions (*keep an eye*, *make yourself at home*, *keep things sweet*)	There are a number of formal expressions, e.g. *on arrival*, *highly recommended* *your personal use*
Register and tone	The writer sounds very friendly, e.g. *please help me out by* *Get in touch if you need any more info.*	The language used is more suitable for an official notice, e.g. *bottles and tins must be placed ... please refrain from ...*
Grammatical structure	The writer mainly uses the active voice: *First, you need to know how to ...* *If you feel like + ing*	The writer often uses the passive voice: *You will be let into the building ... windows can be left open ...* *these can be accessed ...*
Organisation	The writer has used different paragraphs to introduce new subjects, which makes it easier for the reader to follow.	The writer has used subheadings and bullet points; although this format presents all the information in a clear way, it doesn't give a very welcoming or friendly impression.

In the Advanced exam, it would be better to write an email or letter like Email A. This will allow you to use a range of informal expressions, words and phrases and use a variety of informal structures.

4

How he makes his friend feel welcome:

It's good to know you'll be in the apartment while I'm in Berlin / ... it's reassuring to have you keeping an eye on things.

What he adds to make his friend feel positive about his upcoming stay:

There's a load of stuff in the fridge, so help yourself.

Lake Constance is a brilliant place to visit ... and you can borrow my bike, too.

I'll leave some tourist information leaflets and a train timetable in the kitchen.

5 Sample answer

Hi Angela

Thanks a lot for offering to help at the boutique on Saturday. You can't imagine what an alleviation it is to know you'll be there. You are making me a big favour! Jim will post the keys through your postbox on Friday afternoon. Firstly can you arrive to there at 8.45 on Saturday. The lock on the back door is a bit annoying, you need to pull the door against you and then turn the key if not it doesn't open.

Then when you go in you'll need to turn on the lights. The box for the electricity is in the office at the back next to the cuboard. Push down the two black switches. After this could you check all the clothes on the shelfes are folded neatly and the window exhibition is okay.

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Open the shop door at 9.00.

Now there are a few things I need to advise you about the staff. You probably remember Julia, well she's a nice girl. I mean she's really good at maintaining the boutique tidy, but she's very shy and if there is a problem with a customer she's not very good at solving it out. So if you see her having any problems please help her. Also could you tell me what time Dave does arrive as he has been coming in late recently.

At 5.30 you can shut the shop. Remember to turn off the electricity and turn on the alarm. I'll come to your house to gather the keys on Sunday and bring you a nice present.

If you have any other problems, call to me on my mobile.

Thank you again.

Sarah

277 words

Examiner's comments

Content: The writer provides all the necessary information. Good realisation of task.

Communicative achievement: Register is consistently informal, friendly and appreciative. The target reader would be well informed and clear about what is expected.

Organisation: Paragraphing and simple sequencing has been used effectively.

Language: The number of mistakes suggests a lack of control. There are some cases of inappropriate word choice – *alleviation*, *exhibition*, *advise*, *maintaining*, *gather*; misspelt words – *cuboard*, *shelfes*; and the grammar is sometimes inaccurate – *making me a big favour*, *arrive to*, *against*, *solving it out*, *what time Dave does arrive*, *call to*. However, the errors do not obscure communication.

Mark: Pass

10 REVIEW

Reading and Use of English Part 4 Key word transformation

1 is hardly any difference **2** has been/is a (great) sense of **3** never been a/the victim of **4** is (that) it is handy for **5** to catch/get a (brief) glimpse **6** are (coming/feeling) / feel under pressure to come

Language focus Participle clauses

Sample answer

Looking through a newspaper one day, he saw a cottage for sale in a picturesque rural area. Situated in a small village near the church, it had a conservatory and a large garden containing fruit trees; it seemed perfect. He went to see it and immediately made up his mind to buy it.

Not known for his decisiveness, Charlie surprised everyone by putting down a deposit on it the very next day.

However, having moved into the cottage, he soon realised it was not the peaceful rural idyll he had expected. Chiming every hour on the hour, the church bells kept him awake at night. Also, the village being in an area of outstanding beauty, coachloads of tourists arrived every weekend disturbing the peace and quiet. Worst of all, objecting to the presence of outsiders in the village, the locals were very unfriendly towards him. Having lived there for six months, Charlie decided to move back to the city.

Noun phrases

1 state of shock; the/his announcement of his resignation

2 car keys/keys to the car; back of the drawer

3 mug of cocoa; cow's milk; caravan site

4 seven-hour delay/delay of seven hours; airport departure lounge/departure lounge of the airport

5 youth of average build; yesterday's robbery

6 gold neck chain/gold chain around his neck; diamond nose stud/diamond stud in his nose; matter of personal taste; idea of fashion

7 two months' work; day's rest

8 series of talks; number of topics; protection of the environment

Reading and Use of English Part 3 Word formation

1 survivors **2** accordingly
3 accessibility **4** preferences
5 improperly **6** expectancy
7 descendants **8** resistant

Pronunciation Connected speech: elision

1

The /t/ and /d/ sounds are not pronounced.

3

1 It must be fun living with friends, but I couldn't do it if they were noisy.

2 I've never really liked living where I do; it's dull and boring.

3 I've always found the idea of living in a different country appealing.

4 The countryside is the last place I'd choose to settle; I'd just go mad there.

11 CULTURAL VALUES

Reading and Use of English Part 7 Gapped text

2

1 D **2** B **3** G **4** C **5** A **6** F

Language focus Inversion

1

In 1 and 3, the order of subject and auxiliary verb is reversed.

We had arrived → No sooner **had we** arrived

You should eat → On no account **should you** eat

Where there is no auxiliary verb, as in 2 and 4, *do*, *does* or *did* is inserted before the subject.

I particularly like → Nor **do I** particularly like

You find a chef → Rarely **do you** find a chef

The writer is adding emphasis to these words by placing them at the beginning of the sentence.

2

2 ... and I do not particularly like game meat either.

3 You should not eat ... on any account.

4 You rarely find a chef that has such ...

4 Ready for Grammar

1

1 do we see a decent performance from this actor these days

2 have I seen such a terrible performance of Hamlet

3 must bags be left unattended

4 the very last page is the identity of the murderer revealed

5 someone complained at reception did they realise the painting had been hung upside down

2

1 Never again would he play in front of a live audience.

2 Hardly had the government announced the decision when they reversed it.

3 Under no circumstances will you be allowed to enter the auditorium once the play has started.

4 Not only did she direct the film, but she also had a cameo role.

5 Not since Amy/she went to the circus as a child had she/Amy enjoyed herself so much.

Listening Part 1 Multiple choice

2

1 B **2** C **3** C **4** A **5** A **6** A

Vocabulary Sight

1

1 looked **2** view **3** sight **4** look
5 view

2

1 sight **2** eye **3** view **4** look
5 vision

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3

1 off did we catch **sight**

2 closer **look** did we

3 with being in the **public**

4 sure your valuables are **kept**

Listening Part 3 Multiple choice

2

1 D **2** A **3** A **4** C **5** D **6** B

Word formation Nouns formed with *in*, *out*, *up*, *down* and *back*

1

1 **in**sight **2** **up**bringing **3** break**down**

2

1 downpour **2** upturn **3** income
4 outbreak **5** drawbacks **6** outcome
7 setback/upset **8** output
9 background **10** outbursts

3

1 background **2** income **3** turnout
4 insight

Writing Part 2 Proposal

5

Structures and expressions for making suggestions

The following are my suggestions ...; I recommend including ...; ... could report on ...; We could also review ...; ... it would be interesting to feature ...; ... it might be useful for our current students to hear about ...; A further idea would be to provide ...; This could feature ...; I propose that we promote ...; I also think ... should ...

Linking words and other cohesive devices

Firstly, In these, especially when, also, if they (were offering), In addition, who, In particular, their (job), (A) further (idea), as well as, This (could feature), as this (will be), so

6 Sample answer

I would like to suggest a weekend programme which would inform The Far Horizons Club members about some traditional crafts of my country Sweden.

Dala Horse workshop

I would be happy to give a workshop on how to carve a traditional Swedish Dala horse. Then participants could paint the seat and straps onto some other wooden horse models that we could impart. While we do the workshop I can tell participants about the origin of the Dala horse and put a short video of how families used to make them in the long winter time in Sweden. This will be fun and help participants understand how this craft created a snug atmosphere for families.

Making Fattigman cookies

Another Swedish club member, either Elsa or Agnes, could give a demonstration on how to make delicious Fattigman cookies. They are not difficult to prepare so we can also let participants as well make some more cookies. Later in the day we can offer participants a cookie each. I never have tasted cookies as these in another country, so I think this will give a good impression of our cuisine.

Traditional Hambo dance

Agnes and her husband Lars might agree to offer a lesson on how to do the Hambo dance. They could wear traditional clothes and show the participants the basic footsteps. This will be very lively and make all the members laugh a lot.

With my suggestions I am sure the events will be a great success and the club members will go home knowing a lot more about my country and traditions.

255 words

Examiner's comment

Content: The writer puts forward good suggestions. Effective realisation of the task.

Communicative achievement: Register is consistently semi-formal. The target reader would be well informed and would consider putting on the proposed event.

Organisation: Proposal features are included and the writing is appropriately paragraphed using clear headings. The introduction and conclusion are concise and effective.

Language: There are a number of non-impeding grammatical errors, e.g. word order – *as well*, *never have tasted*; confusion of 'like' and 'as' – *as these*; and some awkward use of language – *long winter time*. Word choice is sometimes incorrect –*seat*, *footsteps*. However, there is also evidence of more complex vocabulary – *snug*, *carve*, *cuisine*.

Mark: Good pass

11 REVIEW

Reading and Use of English Part 3 Word formation

1 inspiration **2** autobiographical
3 scientific **4** unforeseen/unforeseeable
5 undergo **6** existence /existentialism
7 historians **8** overcome

Vocabulary

1 taking **2** Look **3** suffered **4** catch
5 came **6** kept **7** turned/came
8 broke

Reading and Use of English Part 2 Open cloze

1 behind **2** be **3** both **4** that **5** like
6 often **7** would **8** until

Pronunciation Connected speech: assimilation

1

The pronunciation of the sound at the end of the first word is different to its spelling.

2

1 *that period*, it could

2 kid goes, would be

3 in Portugal, When my

4 went backpacking

4

1 As well as food, you should bring your own blankets and chairs to the event.
/b/ /m/

2 I took a short cut through the park and ended up in a very green part of the city.
/k/ /m/

3 I understand why you can't stand broccoli, but I don't see how you can hate potatoes.
/m/ /p/

4 This stretch of coastline boasts beautiful wide bays and seven miles of golden sands.
/b/ /m/

5 Lee arrived wearing a light pair of jeans, a brown leather jacket and bright red glasses.
/p/ /g/

6 It doesn't matter too much if I can't find my wallet; there was nothing in it.
/m/ /m/

12 THE WORLD ABOUT US

Listening Part 2 Sentence completion

2

1 composition **2** national park(s)
3 behaviour **4** medical kit **5** simple phrases **6** real event **7** barrier
8 illegal activity

Vocabulary Expressions and phrases with *work*

1

1 be successful

2 work that you do in order to prepare for something

3 It's something that you expect or is normal for this kind of work.

2

1 clock **2** hours **3** order
4 knowledge **5** vigorous **6** dirty
7 way **8** ethic

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4

1 improve **2** manage to overcome/find a way to deal with an unexpected problem or difficulty **3** exercise in order to burn calories **4** trying to find the courage **5** making progress **6** deal with something difficult or unpleasant – often emotional

Reading and Use of English Part 5 Multiple choice

2

1 A **2** D **3** C **4** B **5** C **6** B

Language focus Conjunctions and linking adverbials

1

1 so that **2** however

2

1 contrast = sentence 2 **2** reason = sentence 1

3

1 On the contrary **2** By contrast **3** Despite this **4** In the meantime **5** By that time **6** From that time on

4

1 As **2** On; of **3** For **4** In; to **5** As, as **6** from

5 Ready for Grammar

1

1 otherwise **2** so that **3** in case **4** even though **5** whereas **6** However

2 Suggested answers

1 I enjoyed the film *Ali*, even though I don't like boxing.

2 They won the game despite the fact that two of their players were sent off.

3 We'd better/We ought to phone her, otherwise she'll worry about us.

4 However I comb my hair, it always looks a mess!

5 I'll leave the plate there in case you want some more later.

6 We spoke very quietly so as not to wake my dad up.

6 Possible answers

1 a many areas suffered heavy flooding

b high winds caused severe damage in some regions

2 a it would not be disrupted by bad weather

b last year a stage was set up in one of the city's parks

3 a he'd had time to write emails to eight of his friends

b she'd had to stay at work until 9.30 so as to get everything finished

4 a you particularly enjoy sharing a beach with 3000 other bathers

b it's certainly worth spending a day there

Listening Part 4 Multiple matching

1 Possible answers

a Plastic pollution: In many places around the world, plastic rubbish, including microplastic, ends up on beaches. It is extremely harmful to marine life, and of course, ends up in the food chain.

b The fur trade: Some people are opposed to the use of fur – especially for the sake of fashion. They accuse the fur industry of cruelty to animals, and believe there are many alternative materials that the fashion industry can use.

c Climate change: The build-up of carbon dioxide in the atmosphere, caused for example by high energy consumption, leads to a rise in the Earth's temperature. This in turn can lead to a melting of glaciers and the polar ice caps, and a consequent rise in sea levels, flooding and destruction to coastal areas.

d Fast fashion: Critics of the fast fashion industry dislike the way it encourages people to buy cheap clothes, and then dispose of them after a short time.

e Badger culling: when people cull animals, they kill a large number of them in order to reduce the population. In the UK, there has been some concern that badgers spread the disease tuberculosis amongst cattle.

2

1 F **2** A **3** C **4** D **5** B **6** C **7** D **8** A **9** G **10** F

Language focus Modal verbs: *Must*, *need*, *should* and *ought to*

1

1 Speaker 2 – talking about climate change

2 Speaker 3 – talking about joining the second-hand shopping movement

3, 4 Speaker 5 – talking about people coming to help clean up the beach

5 Speaker 1 – talking about being part of the anti-fur trade

2

1 c **2** a **3** e **4** b **5** d

3

1 Sentences 2 and 5: *had to* and *didn't need* are not modal verbs.

2 Modal verbs go with a main verb (*I can go*: *can* = modal, *go* = main). They express the mood or attitude of the speaker and are followed by the infinitive without *to* (with the exception of *ought to*). In addition, an auxiliary verb is not used to form the negative of a modal verb (*I must not*, *I shouldn't*, etc).

3 Sentence 1: My parents' generation should have taken action years ago could also be written as My parents' generation ought to have taken action years ago.

4

1 *must* – internal obligation: I think it is necessary to (go).

should – expectation: my son is expected (to be home)

have to – external obligation: I am required to (take him)

2 *shouldn't* – recommendation: it is not good/advisable to (tell lies)

don't have to – no obligation: it is not necessary to (tell him the whole truth)

mustn't – prohibition: I don't want you to (let him know)

3 *doesn't need to* – it isn't necessary for him to (know)

needn't – I am telling you not to (worry)

5 Ready for Grammar

1

1 permitted **2** forbidden **3** recommended **4** required **5** obliged **6** supposed **7** presumed **8** obligatory

2

1 needn't have **2** must have been **3** should have **4** must be **5** should be **6** don't have to/don't need to

6

1 needn't/shouldn't **2** must/should **3** have/need **4** should **5** needn't/don't need to/don't have to **6** ought to/must/should **7** needed to study/ought to have studied **8** should

Reading and Use of English Part 1 Multiple-choice cloze

2 Possible answers

The text suggests that the kea features in the media because: it's endangered, it is highly intelligent, it behaves in a way that some people admire and others dislike.

3

1 A **2** B **3** C **4** B **5** D **6** A **7** B **8** C

Reading and Use of English Part 4 Key word transformation

1 have paid/given careful attention to

2 case you happen (to come)

3 in the meantime I (would) advise

4 on account of the fact (that)

5 having to turn down

6 have taken part in

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Vocabulary Adverbs expressing attitude or opinion

1

1 rightly **2** Strangely
3 Disappointingly **4** predictably
5 understandably

Writing Part 1 Essay

Sample answer

The Benefits of Outdoor Adventure Programmes

Nowadays, it seems that many young people do not have the opportunity to spend time in nature. This is a shame because not only does it have benefits for the mind, but also the body. Therefore, if young people have the chance to do an outdoor adventure programme, they should definitely take part.

Firstly, a programme can teach you about the natural world. This can include learning about which plants are safe or poisonous. Most people don't have this knowledge anymore because they think it isn't useful, but you never know when you might have to use it! It is also possible to find out more about local ecosystems, for example, which animals are endangered, or which animals are the threats. All this kind of information can help with environmental care.

A further benefit of the outdoor adventure programme is developing practical skills. It is basic human nature to want to construct a shelter or to make a fire. It is easy to put up a tent or to turn on a torch, but you will feel much more satisfied if you can use natural resources to help you survive! Participants can also learn some sporting activities like kayaking or canoeing.

In my opinion, the most important benefit depends on the needs of the individual participant. If you have a passion for the environment, then the main benefit is learning about nature. But if you are a more adventurous person who likes a challenge, then probably you will appreciate more the chance to extend your practical skills.

Examiner's comment

Content: All content is relevant to the task, and the reader would be fully informed. The writer discusses two of the benefits, and provides examples. In the last paragraph, the writer addresses the requirement of the task: *explain which benefit is more important*. Although the writer does not make a final decision, he justifies this approach by explaining that it 'depends on the needs of the individual participant'. This is a reasonable approach for the conclusion.

Communicative achievement: The conventions of essay writing are evident and the reader's attention is held throughout. However, register is sometimes inconsistent, with more informal language slipping in e.g. *but you never know when you might have to use it! but you will feel much more satisfied ...!*

Organisation: Simple cohesive devices are mostly used effectively throughout the essay. It is appropriately divided into an introduction, two body paragraphs and a conclusion.

Language: There is good evidence of the writer using synonyms and paraphrasing to avoid repetition and make the essay more engaging. On the whole, there is good control of grammatical structure and complex sentences.

Mark: Very good pass

12 REVIEW

Reading and Use of English Part 2 Open cloze

1 at **2** their **3** order **4** from
5 sooner **6** unlike **7** its **8** less

Vocabulary

1 clock **2** knowledge **3** ethic
4 around **5** question **6** delight
7 proved **8** native

Language focus Modal verbs

1 could **2** would **3** might **4** needn't
5 shouldn't **6** shall **7** won't **8** must

Pronunciation Consonant clusters

1

1 travelled, length, breadth

2 sixth, forests, Arctic

3 stopped, tracks, crisp

4 looked, glimpsed, wolves

4 **Possible answers** (this list is not exhaustive)

bl-: black, blackmail, blade, blame, bland, blanket, blast, blaze, bleak, bleed, blend, blind, blink, block, blog, blonde, blood, bloom, blouse, blow, blue, blunt, blush

cl-: claim, clap, clarify, class, clause, clean, clear, clever, click, client, cliff, climate, climb, cling, clinic, clip, clock, clone, close, clothes, cloud, clown, club, clue, cluster

fl-: flag, flame, flap, flash, flat, flavour, flew, flight, flip, float, flood, floor, flop, flour, flow, flower, fluent, fly

gr-: grade, gradual, graduate, gram, grammar, grand, grant, grape, grasp, grass, grateful, great, Greece, green, grew, grey, grip, gross, ground, group, grow

pl-: place, plain, plan, plane, planet, plant, plaster, plastic, plate, play, pleasant, please, plenty, plot, plus

sl-: slack, slam, slap, slash, slave, sleep, sleeve, slice, slide, slightly, slim, slip, slogan, slope, slot, slow, slum, sly

sm-: smack, small, smart, smash, smell, smile, smoke, smooth, smuggle

sn-: snack, snail, snake, snap, snatch, sneak, sneeze, sniff, snob, snooze, snore, snort, snow

str-: straight, strain, strange, strap, strategy, straw, strawberry, stray, stream, street, strength, stress, stretch, strict, stride, strike, string, strip, stripe, stroke, stroll, structure, struggle

thr-: thread, threaten, three, threw, thriller, thriving, throat, throne, through, throw

6 use the words from Exercise 4 plus the following (this list is not exhaustive)

br-: brand, bread, break, breakfast, breast, breath, bridge, brief, bright, bring, Britain, British, broad, broken, brother, brown

cr-: crack, craft, crash, crazy, cream, create, credit, crew, crime, crisis, crisp, critic, critical, cross, crowd, crown, crucial, cruel, cruise, crystal

gl-: glad, glamorous, glance, glass, glimpse, global, globe, glove, glow, glue

pr-: practice, prepare, present, president, press, pretty, price, prison, private, probably, problem, process, produce, product, production, programme, progress, project, property, propose, protect, provide, proud

sc-: scan, scandal, scared, school, score, Scotland, Scottish, scout, screen

scr-: scramble, scrap, scrape, scratch, scream, screech, screen, screenplay, screw, scribble, script, scroll, scrub, scruffy, scrum, scrutiny

sp-: space, Spain, Spanish, speak, special, species, speed, spell, spend, spirit, sponsor, sport, spot

st-: stable, staff, stage, stand, star, start, state, station, stay, steal, step, stick, still, stop, store, story, storm, student, study, style

sw-: swan, swallow, sweater, Sweden, Swedish, sweep, sweet, swim, Swiss

tr-: track, trade, traditional, traffic, train, tram, tramp, transport, trap, travel, tread, treat, tree, trick, trophy, trouble, true, truly, trust, try

Collocation revision: Units 1–12

Adjective+ noun

1 chance **2** changes **3** goal
4 experience **5** relationship **6** theory
7 ankle/wrist **8** society **9** tourism
10 area **11** sight **12** issue

Verb + noun

1 challenge **2** make **3** information
4 point **5** get **6** test **7** risk
8 decision/verdict **9** lose **10** house
11 catch **12** work

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Ready for Writing

Marking

2 Content **3** Organisation and cohesion
4 Target reader **5** Accuracy

Planning and checking

2 d **3** g **4** h **5** e **6** f **7** a **8** b
9 i

Register

1

1 success **2** obtaining/achieving/attaining **3** expressed/showed/ (or in present tense express/show) **4** position/post **5** employment / a post/position **6** owing/due **7** unable **8** improvement **9** contact **10** meantime

2 Suggested answers

Informal letter
Formal letter

- *the use of get in informal register*

get a grade
obtain/achieve a grade

try to get a job
apply for a position/post

get better
an improvement

- *use of phrasal verbs in informal register*

take you on
offer you employment

- *greater use of nouns in formal register*

passing your exams
your recent success in your examinations

you said you'd be interested
you expressed an interest

because of the way the economy's been recently
owing to the current economic climate

- *use of abbreviations in informal register*

exams
examinations

- linking words

But
However

- *informal punctuation*

dashes and exclamation marks

- *other differences*

Believe me
I assure you

we'll be in touch
we shall contact you

as soon as they do
when this occurs

Dear Jilly ... All the best
Dear Ms Holden ... Yours sincerely

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